

# Balcombe C E (C) School

---



## Early Years Foundation Stage (EYFS) Policy

---

Adopted by Governors: Mar 2012

Reviewed: Feb 2013, Mar 2014,  
Oct 2016, Nov 2020,  
Nov 2022, Nov 2023,  
Nov 2024. Jan 2025

Next Review: Sep 2026.

## Contents

1. **Introduction to The Early Years Foundation Stage – the best possible start**
2. **Legislation**
3. **Structure of the EYFS**
4. **Our EYFS Intent – our visions and aims**
5. **Our EYFS Principles and EYFS Curriculum;**
  - **A Unique Child**
    - Observations, assessment and planning for children’s needs (including Starting School, baseline observations, observations from families, The EYFS Profile)
    - Equal opportunities
    - Inclusion
  - **Positive Relationships**
    - Working with parents as partners, home school links
    - Key workers
    - Preschool relationships
    - Transition into Key Stage 1
  - **Enabling Environments**
    - The emotional and physical learning environment
  - **Learning and Development**
    - The Curriculum
    - Planning
    - Teaching and Learning Style
    - The Characteristics of Effective Learning.
6. **Staff**
7. **Safeguarding and Welfare**
8. **The impact of our EYFS provision**
9. **Roles and responsibilities**
10. **Monitoring and review of our EYFS Policy**
11. **Relevant Policies that support the practice of our EYFS class**
12. **Relevant documents that support the practice of our EYFS class**

### **1. Introduction to The Early Years Foundation Stage - the best possible start**

‘All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.’ (EYFS Statutory Guidance, 2025).

**At Balcombe, we aim to provide for our EYFS learners the best possible start to school life, with the best possible outcomes for ALL.**

The purpose of this policy is to ensure that all those involved with a child’s learning in the EYFS work effectively together to build the **best possible start** to school life for all our learners. Our early year’s practice reflects the guidance set out in the Statutory Framework for the Early Years Foundation Stage (2025) and ‘Development Matters in the EYFS’ (2023) and aims to secure

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between EYFS practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

### **2. Legislation**

This policy is based on requirements set out in the [EYFS statutory framework for group and school-based providers](#) effective from 1 September 2025.

### 3. Structure of The EYFS.

At Balcombe School, our Early Years setting is for reception children, who become 5 years of age during their first year of school life.

### 4. Our Early Years Intent - our visions and aims

We aim to

- **Collaborate and work with parents** and recognise children's prior learning at home, building on what they already know
- Provide a **happy, safe and nurturing environment** where children develop as confident, independent and **resilient** learners
- Create a **curriculum which is exciting and motivates** children to love learning and be **curious** about the world around them. We therefore, provide an engaging curriculum to extend the children's cultural capital, but at the same time, we follow children's interests and ideas to foster a lifelong love of learning.
- Enable children to **develop positive relationships**, to interact and co-operate with other children and to be aware of and to **respect the needs of others**, giving and receiving **kindness, care and affection**
- Celebrate how all **our children are incredibly unique** – with individual learning styles, interests and knowledge of the world around them. We want to ensure that learning is accessible for all. We want to make sure that all children **promptly receive any extra help they need**, so they can progress well in their learning.
- Create **confident communicators** – happy and willing to share their views and news, and delight in using language, in all its forms, to express who they are and how they feel.
- Enable children to develop a genuine **love of different books, of reading and of learning to read** and where our phonics teaching enables ALL of our learners to become readers by the end of reception
- **Prepare children for the next stage in their school life** – so that they are happy and confident as learners, with the skills, knowledge and understanding across the whole of the EYFS curriculum to help them succeed in year 1.

#### Our School Values:

As a whole school, these are the core values which we expect all children to demonstrate.

**Be respectful Be ambitious Be resilient Be caring Be creative Be curious**

**Be the best that you can be!**

### 5. The EYFS Principles and the EYFS curriculum.

There are four distinct, but complimentary principles that guide our Early Years practice. These are:

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

In order to implement our Early Years aims into practice we always refer to these themes to guide us.

#### 5.1 Principle: A Unique Child

Here we look at

- observations and assessments of individual needs,
- Statutory Assessment processes, tracking progress
- ensuring we provide inclusive practice, where each unique child matters.

We recognise that every child is **a unique child** who is constantly learning, who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. In order to know and understand the individual needs of our learners, we continuously carry out **observations and assessments** on them to ensure that we can plan the most appropriate tasks that meet their individual needs.

### 5.1.1 Observations, assessment and planning for children's unique needs

Prior to children starting school, teachers spend time speaking to families as well as pre-schools and nurseries to gain an understanding of the whole child: their strengths, interests as well as their knowledge and skills across the curriculum.

During the first few weeks in Reception, all staff use ongoing observations and conversations with the child to further develop their understanding of the children's skills knowledge and understanding of the world around them. This process helps us, with our families, to identify each individual's starting points in all areas so we can plan experiences for children that meet their individual needs and interests and build on from what they know.

### 5.1.2 The Reception Baseline Assessment (RBA)

In addition to our own baseline observations, we also use the Department for Education's 'Reception Baseline Assessment' (RBA). This is a short statutory assessment, taken in the first six weeks in which a child starts school. It assesses children's abilities in early mathematics, literacy, communication and language.

The EYFS Lead administers the RBA in accordance with the ['Reception baseline assessment and reporting arrangements'](#) (2025) document, and Annex B of the ['Statutory framework for the Early Years Foundation Stage, 2025'](#).

### 5.1.3 Observations after our baseline assessments/Formative Assessments

Crucially, as soon as children start school, and then throughout the reception year, we observe their well-being and involvement closely (using the Leuven Scale) and talk to children regularly to ensure that children are **happy and safe** in our nurturing environment so that they can develop as confident, independent and **resilient** learners.

We create an Individual Development Plan for each child consisting of the best 'next steps' for learning and we share these with families to maintain a joint approach to children's learning. We then measure the progress of our children against these starting points at regular checkpoints throughout the year to track progress – at least every half term.

As children settle into school life we continue to:

- **Observe** each child's development and learning.
- **Assess** progress they make.
- **Plan** for their next steps, **building on from what they know and can do**.

We continue to invite families to share with us their own observations of their children to help build a clear and whole picture of the child. We do this through

- Informal conversations
- inviting families to send in 'WOW' notes (observations from home) that describe their children's achievements from a parents' point of view
- sharing their views and ideas on Seesaw – our online learning platform
- inviting parents and carers to parents' evenings/meetings.

This system of on-going observation and assessment (also known as formative assessment) is at the heart of our EYFS class. Every day, we dedicate time to observing children. **However, this does not involve prolonged periods of time away from the children and excessive paper work.** Practitioners draw on their knowledge of the child and their own professional judgements through discussions with other practitioners about their observations of the children.

### 5.1.4 Tracking pupil progress

We review children's progress at least every half term to ensure that children are making progress and are ready for the next term's learning and therefore on track to meet or exceed end of year expectations – referred to as Early Learning Goals or Curriculum Goals.

The Senior Leadership Team monitor the progress of the learners each term with EYFS staff to ensure that children are making progress – discussing each child individually.

During this process, if we feel concerned that a child is not making expected progress, we share our thoughts with parents and agree how to support the pupil in question. Our SENCO (also the EYFS Lead), supports the staff team in developing and adapting provision through a process of Assess, Plan, Do, Review to ensure that all children are included in school life, have their needs met and are able to make progress. The SENCO will ensure we link up with outside agencies (such as a school nurse or Speech and Language Therapist) in order to seek further support and advice. Please also refer to the SEND Policy.

### **5.1.5 The end of the EYFS Reception year - The EYFS Profile**

In the final term of the Reception year, the year in which a child reaches the age of 5 years old, staff complete the EYFS Profile for each child. Children are assessed against 17 areas of the curriculum, otherwise known as Early Learning Goals (ELGs). Practitioners' make a 'best fit' judgement based on their observations and professional knowledge of the child. All practitioners discuss their observations with other professionals in order to moderate and agree their judgements.

The children are assessed as achieving a '1' or '2' against each of the 17 areas, or, Early Learning Goals:

- 1 = Emerging ELG – not yet meeting the expected levels
- 2 = Expected ELG – meeting the expected levels of development.

We share the results of each child's EYFS profile (but not the reception baseline assessment) with their parents and/or carers.

Year 1 teachers are given a copy of the Profile report, enabling a dialogue between Reception and Year 1 which will assist in the planning of learning in the next academic year.

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.

### **5.1.6 Equal opportunities/inclusion**

At Balcombe School we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

In getting to know the uniqueness of every child we aim to support children to develop a positive sense of their own identity and culture and;

- Identify any need for support
- Value and respect all children and families equally.

In order to ensure that all learners are included in all aspects of school life and valued fully as individuals, EYFS practitioners will:

- be flexible – adapting what we do in response to the children's needs using a wide range of teaching strategies
- provide a safe and supportive learning environment in which the contribution of all children is valued
- use resources which reflect diversity and are free from discrimination and stereotyping.
- monitor children's progress and act to provide support as necessary
- use their professional knowledge of each child to provide an understanding of how some children might demonstrate attainment.
- ensure that learning and assessment activities are able to capture children's attainment.
- ensure that the requirements of all children with SEND are met, e.g. through reasonable adjustments and our best endeavours
- use the adaptations children normally use to carry out their activities, including mobility aids, communication aids, magnification, and adapted ICT and equipment.
- develop additional relationships with other professionals when working with children with SEND
- consult and liaise with parents to get a clear picture of the child's learning and development at home
- create 'Individual Development Plans' for all learners in the EYFS that are shared and discussed with their families so that we can maintain a joint approach

- ensure that provision has been made for those children with EAL to use their first language in play and learning and arrange for the assessments of ELGs (excluding communication and language and literacy which must be assessed in relation to the child's competency in English) to be made in the context of any language, including their home language and English.
- for children with EAL, find out about their prior language experience and any education they have received elsewhere.

We have a range of additional interventions and support for children who may experience any barriers to learning, or are showing a greater depth of understanding and need further challenge. These includes for example, sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics.

The EYFS leader ensures staff receive CPD specific to Early Years to develop their practice. Previous training sessions over the past year have included communication and language support, speech and language interventions, fine motor development, self-regulation as well as phonics teaching.

## 5.2 Principle: Positive Relationships

Here we look at

- Working with parents and carers
- Key Workers – relationships with children
- Pre-school partnerships
- Transition into KS1 – Developing Relationships after the EYFS

At Balcombe School, we recognise that children learn to be strong independent learners from secure relationships with all those around them. **Relationships are fundamental to all learning.** We aim to develop caring, respectful, professional relationships with the children and their families.

### 5.2.1 Working with parents and carers.

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played and their future role in educating their children. We work closely with our families through offering a range of different opportunities to join in with school life, and adapting these to suit the needs of different families. For example, before children start school, we plan for parents and carers to;

- meet with EYFS staff and the Head Teacher during the term before their child starts school in order to begin to establish and develop home-school relationships, as well as outline our starting school programme
- meet with the EYFS teacher on an individual basis to share their views on their child's development. These views are recorded and used as we plan for children's learning
- inform us of a range of different information about their child to enable safe practice; for example, this includes any medical needs/allergy information. We also ask that parents provide at least 2 emergency contact details.
- join in 'Come and Play!' sessions at school with their child so that we can observe and play with children together
- create 'All About Me' books with their child full of pictures and images that children share with their new friends when starting school.
- We also support our families in understanding school life by providing clear written communications in our 'Starting School' booklet that outlines our curriculum and our approach to learning, activities and procedures and we guide parents through this verbally during our meetings with them.

Once children have started school, we;

- ensure that staff are available every day before and after school to talk to families. We open the classroom early, allowing a staggered start to children arriving, and meaning that staff are available to talk to parents and carers
- invite families to send in WOW notes (observations from home) that describes their children's achievements from a parents' point of view
- invite families to termly open afternoons to view their child's learning with them
- send home 'Individual Development Plan' to keep parents informed of their child's curriculum and learning needs
- hold a parents' evenings in the Autumn and Spring term. Parents receive a report on their child's attainment and progress in the Summer term
- provide a range of activities throughout the year that encourage collaboration between child, school and parents, e.g. fitness days, outings, learning questionnaires, nativity plays, class assemblies, celebration assemblies, Sports Day etc
- hold workshops for parents and carers on areas of the curriculum
- ensure that there is space in the children's 'Learning Journals' for parents to add comments relating to the children's achievements.

### 5.2.2 Relationships with children - Key workers

All staff involved with the EYFS will develop good relationships with **all** children; interacting positively with them and taking time to listen to them, bond with them and develop secure attachments with them. As well as teaching and observing them, we play and bond with them – everyday.

At our school the EYFS teacher acts as a 'Key Person' to all children in EYFS – this means that they are responsible for bonding with all of them, as well as for assessing and planning for the whole class. The teaching assistants support the teacher in observing and planning for the children's next steps.

### 5.2.3 Preschool Relationships

During the Summer term prior to children starting school, we communicate and liaise with our local preschools to discuss and observe the new intake of children. Staff and children from preschool are regularly invited to school events (Sports Day, Christmas productions etc.). Where children continue to attend preschool provision, while only attending school part time, we aim to ensure continuity and coherence by sharing information about the children's achievements.

### 5.2.4 Transition into KS1 – Developing Relationships after the EYFS

The Reception and Key Stage 1 teacher work together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible. In order to maintain this vital link, we ensure that the following takes place;

- Reception children meet the Key Stage 1 teacher regularly throughout the year during a variety of different learning opportunities including class assemblies, playtimes, story and song times as well as other whole school activities
- in the summer term prior to starting year 1, Reception children visit their teacher for some play sessions as well as story and physical development sessions
- EYFS teachers share their observations of children's learning in the EYFS in order to agree where children are in their learning journey – this is referred to as moderation
- EYFS and KS1 teachers meet to discuss individual needs throughout the year and in the Summer term
- records and assessments (including the Early Years Foundation Stage Profile) are passed on to the KS1 teacher.

## 5.3 Principle: Enabling Environments

Here we focus on

- **Developing an enabling environment that supports children's learning and development**
- **Safety of the environment**

### 5.3.1 Developing an enabling environment

At Balcombe CE Primary School, we recognise that the environment plays a key role in supporting and extending the children's learning and development.

We know that children learn and develop in enabling environments, where

- they feel emotionally safe and secure
- there are strong, positive relationships between everyone
- there are resources relevant to their interests, needs and stage of development.

Our environment

- values all people – their needs and interests
- values all areas of learning.

We aim to offer

- stimulating resources relevant to the children's needs, interests, culture and community
- learning opportunities through a balance of play and playful teaching
- support for children to take risks and explore and gain confidence and independence as learners.

We will achieve this through:

- making the emotional environment safe; where every day children experience opportunities to play and learn and build positive relationships with adults and peers

- at least every term formally, then informally throughout the term, finding out about the children’s learning needs and interests through individual pupil conferencing and asking families about their child via questionnaires. This is to ensure that the planning and resources in the environment reflect the needs and interests of the children
- ensuring that everyday activities are planned for both the inside and outside. At certain times children have the freedom to move between the indoor and outdoor environment throughout the school day
- ensuring that the learning environment is divided into a variety of different workshop areas (for example, quiet book areas, construction areas, making workshops, role play areas, investigation zones etc.). Each area is carefully labelled to ensure that children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.
- planning for the environment every week – adding and developing resources to ensure each area stimulates the learners and meets their ever-changing needs.

### 5.3.2 Safety of premises

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements. We ensure that our learning spaces are safe to use by:

- carrying out daily risk assessments prior to the morning session starting, to make sure that the environment is safe for all learners to explore and play in independently
- termly risk assessments on the learning environment – reviewing resources carefully.

## 5.4 Principle: Learning and Development

### Here we focus on

- The Curriculum
- Planning
- Teaching and Learning Style
- The Characteristics of Effective Learning.

### 5.4.1 The EYFS Curriculum

We have created our Early Years Curriculum using the guidance set out in the Statutory Framework for the Early Years Foundation Stage (2025) and ‘Development Matters in the EYFS’ (2023).

There are **seven areas of learning** that make up our Early Years Foundation Stage Curriculum.

Three of these areas are called **prime areas of learning and development** and these are:

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

The above three areas of learning are particularly crucial for igniting children’s enthusiasm for learning, and for building their capacity to learn, and to allow relationships to form and thrive.

The four other areas of learning and development are:

4. **Literacy**
5. **Mathematics**
6. **Understanding the World**
7. **Expressive arts and design**

We value **all** areas of learning and development equally and understand that they are interconnected.

### 5.4.2 Planning

#### Early Years Long Term Plan

Our Early Years Long Term Plan sets out the Educational Programmes for each of the seven areas of learning mentioned above. In addition, for each of these areas of learning listed above, we have mapped out an outline of the skills, knowledge and understanding that children need to secure throughout the year during each of the Autumn, Spring and Summer terms in order to

be able to meet the end of year 'Early Learning Goals' at the end of the reception year and be ready for year 1. Each term's skills and knowledge will build on from the previous – so that we are continually building on children's knowledge in a systematic way.

We track children's progress throughout each term, to ensure that they are ready for the next one and adapt our plans should children exceed expectations, or need more support and revision. For more detail - see our **EYFS Long Term Plan on our website**.

Every week or fortnight EYFS staff introduce a new theme, or context for learning in order to provide inspiration for children. Please refer to our **EYFS Overview of Learning** to see our planned themes to inspire our current class. We ensure when planning learning opportunities for our children we provide

- a range of memorable, first-hand experiences – visits, outdoor learning, visitors...
- physically active sessions linked to the outdoors as much as possible
- bright and engaging fiction and non-fiction books to inspire talk and thinking
- a range of new vocabulary for children to learn and use
- different and new resources to play with and explore first hand
- songs, rhymes and chants to perform!

Staff also provide the flexibility for children to follow their own interests and ideas and motivate them to be curious learners.

Our **short term (weekly or daily) planning** demonstrates how each day is carefully planned so that children have directed teaching in phonics and maths as well as other areas of the curriculum. Direct teaching sessions are followed by small focused group or individual work. This means the teacher can systematically check the children's understanding, identify and respond to misconceptions quickly and provide real-time, verbal feedback which will have a strong impact on individual progress.

Alongside this approach, we provide children with opportunities to learn through play, to explore their own ideas and set their learning through a **balance** of child-initiated and adult-directed activities.

### 5.4.3 Teaching and Learning Style

Essentially, children are unique and learn in different ways and at different rates. Therefore, teaching styles vary according to the needs and stage of development of each child and the area of learning. We think carefully about what we want children to learn, and then create most effective ways to teach it.

We know that 'play is essential for children's development, building their confidence as they learn to explore, relate to others, set their goals and solve problems,' (EYFS Statutory Framework, 2025). Therefore, we ensure that we deliver all the areas of learning and the Educational Programmes through planned and purposeful play, with a balance of adult-led and child-initiated activities, outdoor and indoor learning.

We stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.

(EYFS Statutory Framework, 2025).

### 5.4.4 The Characteristics of Effective Learning.

We value not only what children know, but how they learn. There are particularly important key characteristics of effective learning and they are as follows

- **Playing and exploring** – where children investigate and experience things and 'have a go.' We promote play and exploration by:
  - providing a balanced day, every day, where children have space and time to play both outdoors and indoors and in doing so engage in a balance of both self-initiated learning and adult led tasks
  - planning and resourcing a challenging environment to stimulate children's play and ideas
  - practitioners extending and developing children's language and communication in their play through observation and intervention – playing with children
  - celebrating and displaying achievements of children from their play and exploration in the classroom.
- **Active Learning** – where children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements. We promote active learning by:

- continuously developing our environment to ensure that it is interesting, attractive and accessible to every child so that they can learn independently
  - providing daily opportunities for self-initiated play – balanced with adult led opportunities – giving time for children to follow interests and lines of enquiry
  - encouraging children to set their own targets and state what they would like to learn next
  - celebrating children’s independent learning and the processes they went through to get achieve their goal
  - role modelling finding solutions to difficulties we face when learning and talking through how we can all overcome difficulties.
- **Creating and thinking critically** - where children have and develop their own ideas, make links between ideas and develop strategies for doing things. We promote creativity and critical thinking by:
- planning open ended activities
  - modelling being creative – encouraging children to help solve problems and communicate ideas in different ways (through movement, dance, building etc.).

**We promote and plan for children to develop these characteristics of effective learning every day.**

## **6. Staff**

### **Our EYFS Staff Team**

Our Early Years team consists of two class teachers and three teaching assistants.

#### **6.1 Safer recruitment**

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references.

Please refer to our safeguarding policy for details of our safer recruitment procedures.

#### **6.2 Staff training.**

All EYFS staff participate in supervision, whereby they all

- discuss children’s development
- identify solutions that need to be found
- receive coaching in order to develop professional practice further.

All EYFS staff participate in continuous professional development, which is led by the EYFS Lead.

#### **6.3 Whistleblowing**

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the Senior Leadership Team.

In the event that a member of staff feels that they need to blow the whistle on misconduct, they should report their concern to the Head teacher, Mr Ben Turney, or Deputy Head teachers, Miss Liz Bendall and Mr Anthony Evans. If the concern is about the Head teacher or the Deputy Head teachers, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the Chair of the Governing Body, Ian Tremble.

See our Whistleblowing Policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing.

##### **6.3.1 Malicious or vexatious allegations**

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

## 7 Safeguarding and Welfare Requirements

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 can enjoy learning and grow in confidence. All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

See Child Protection and Safeguarding Policy.

### 7.1 The Designated Safeguarding Lead (DSL)

Our Designated Safeguarding Lead is our Executive Head Teacher, Mr Ben Turney. Our Deputy Designated Safeguarding Leads are Miss Liz Bendall and Mrs Lara Power.

They are responsible for:

- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework.
- Outlining how training is delivered to staff, and how staff are supported to put it in place in our Child Protection and Safeguarding Policy.
- Training all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required
- Liaising with local statutory children's services agencies, and with the LSPs (Local Safeguarding Partners)
- Renew training every year, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns

We will always remain alert to any issues of concern in a child's life. **Please refer to our Safeguarding and Child Protection Policy for more information.**

### 7.2 Responding to allegations or concerns

If we have concerns about children's safety or welfare, we will immediately inform our Designated Safeguarding Lead or the Deputy Designated Safeguarding Leads who will then notify our local authority children's social care team, in line with local reporting procedures if deemed appropriate. In emergencies, we will also inform the police.

If any allegation is made of serious harm or abuse by anyone working or looking after children at the premises or elsewhere, e.g. on a visit, we will inform Ofsted within 14 days of the allegation being made. We will also inform them of any action we have taken in response to the allegation(s).

#### 7.2.1 Investigating the concern

When a concern is received by the Head teacher/governor/Deputy Safeguarding Leads – referred to from here as the 'recipient' – they will:

- Meet with the person raising the concern within a reasonable time. The person raising the concern may be joined by a trade union or professional association representative or other accompanying person
- Get as much detail as possible about the concern at this meeting, and record the information
- Establish whether there is sufficient cause for concern to warrant further investigation. If there is, then:
  - Arrange a further investigation into the matter, involving the Chair of the Governing Body, if appropriate. In some cases, the recipient may need to bring in an external, independent body to investigate. In others, they may need to report the matter to the police
  - Inform the person who raised the concern about how the matter is being investigated and give an estimated timeframe for when they will be informed of the next steps.

#### 7.2.3 Outcome of the investigation

Once the investigation – whether this was just the initial investigation of the concern, or whether further investigation was needed – is complete, the investigating person(s) will prepare a report detailing the findings and confirming whether or not any wrongdoing has occurred.

The report will include any recommendations and details on how the matter can be rectified and whether or not a referral is required to an external organisation, such as the local authority in line with local reporting procedure, or police.

They will inform the person who raised the concern of the outcome of the investigation, though certain details may need to be restricted due to confidentiality.

Beyond the immediate actions, the head teacher, governors and other staff, if necessary, will review the relevant policies and procedures to prevent future occurrences of the same wrongdoing.

While we cannot always guarantee the outcome sought, we will try to deal with concerns fairly and in an appropriate way.

### **7.3 Staffing ratios**

We make sure that the appropriate statutory staff/child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils
- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group.

### **7.4 Paediatric First Aid (PFA)**

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

### **7.5 Absence**

#### **Unplanned absences:**

Parents are required to contact the school office to let us know if a child will be absent from school before 8:55am on the first day of absence and give clear reasons for it. They are then expected to notify the school on each day of the absence until the child returns to school.

We are required to and will follow up on absence from school and therefore after the close of the register each day the office staff will follow up on any absence that we have not been notified about by contacting the parents/carers. When they enrol in the school, parents are required to provide us with three emergency contacts and this will enable the office to follow up the absence without delay.

Please refer to our Attendance Policy for more information about **prolonged absences, planned absences and absences during the course of the school day**. This is available on our website.

This information includes our expectations of parents/carers to report child absences.

### **7.6 Promoting Health**

**7.6.1 Oral health.** We promote good oral health, as well as good health in general by planning a range of activities that focus on good health throughout the year. Our Long Term Planning Documents for the EYFS outline the key aims of our healthy activities and can be found on our website. Some of the planned activities or healthy routines we provide include:

- Inviting health professionals into school to talk to the children about how to clean their teeth and which foods are healthy. Visitors also talk with the children about the effects of eating too many sweet things (Visitors include a Dental hygienist, Dentist, Nurse, Doctor...)
- Healthy snack time every day (where fruit and vegetable snacks are provided by a Government Scheme). Regular discussions with children about what is healthy and good for oral health support the children's understanding in this area of learning.
- Opportunities to drink throughout the day where we ensure that only water or milk are the drinks on offer. Again, regular discussions about what is healthy and good for both oral health support children's understanding in this area of learning.

**7.6.2 Promoting overall health.** In order to promote health and well-being with the children we

- arrange for children to meet a range of different health care professionals including dentists, nurses, doctors as well as other people who keep children safe such as our first aiders, road crossing patrol and the emergency services – see our EYFS Long Term Plan

- promote good health further and prevent the spread of infection by ensuring we have routines and procedures to follow when children feel or are unwell (as outlined in our ‘Starting School’ booklet)
- teach children to talk freely about their emotions so that, over time they can self-regulate and keep themselves emotionally well – see our Long Term Plan
- ensure that children are offered a healthy snack at least once a day as well as being given the choice of milk if they are under 5 years old (after this they can still have milk but parents are asked to pay for it). They have access to water at all times
- cooking or preparing healthy treats – always discussing why these are called healthy.
- plan for children to be active and engage in rigorous, energetic physical play outdoors every day – on our trim trails, in the ball court, in the wildlife area...in addition to this, children have opportunities to participate in Dough Gym, action songs and PE sessions – children are active every day and we also plan for calming rest breaks throughout the day.

### **7.6.3 Supporting children’s well-being. In order to promote children’s well-being, we**

- use the ‘Leuven Scale of Well-being and Involvement’ to assist us as we observe children to check they are all feeling well, happy and safe
- support children’s developing abilities to be able to self-regulate (see our Long Term Plan for Personal, Social and Emotional Development)
- talk with children on an individual basis about their interests – then adapt our plans to ensure that we plan a curriculum that is stimulating for them
- ensure that every child receives enjoyable and challenging learning experiences, tailored to meet their needs – we review all learners on an individual basis to ensure their individual needs are met
- promote the welfare of children (which we do through implementing whole school policies including the Health and Safety and Safeguarding policies as well as others listed in this policy)
- manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs (as demonstrated through our Behaviour Policy).

### **7.7 Safer eating**

**First Aiders** - While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair and, where possible, in a designated eating space.

**Allergies and Dietary requirements** - Before a child starts school, we will request from parents and carers information on their child’s:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements.

**Sharing of information** - We will share all information regarding dietary requirements, (food allergies, intolerances and all health requirements) with all school staff. This includes but is not limited to EYFS Staff, Breakfast Club and After School Club, First Aid staff, our school meals provider, (Chartwells), our school lunch supervisors and staff involved in food preparation and handling of snacks.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of new foods.

**Creating Health Care/Action Plans** - We will consult with parents/carers to create allergy action plans for their child – with the help of health professionals, where appropriate. We will also keep this information up to date and share it with all staff.

**Lunch times/Liaising with our meal provider (Chartwells)** - As outlined in our ‘Starting School’ Booklet for parents, we inform parents and carers that, before their child starts school, that they must inform Chartwell’s of any dietary requirements, or allergies and intolerances when they book their child’s meals, so that together, they can plan and deliver meals that are safe for their child to eat. (Please refer to our ‘Starting School Booklet’).

During each lunch time session, Chartwell’s staff will be responsible for checking that the food meets all the requirements for each child.

For those children who do not have a hot meal at school, parents will provide a packed lunch. Our 'Starting School' booklet requests that packed lunches are healthy and explains that nuts or nut products are not permitted. Lunch time staff check lunch boxes to ensure that there are no nut products in them.

**Snack times** - During each, daily snack time (typically held in the EYFS classroom area), the class teacher will allocate a member of staff to prepare and present the healthy snacks and to supervise/oversee this session. Therefore, it will be clear which staff member is responsible for the session.

**Choking** – Food and snacks will be prepared and presented in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's [Early Years Foundation Stage nutrition guidance \(2025\)](#)

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

### 7.8 Accident or injury

As mentioned previously in this policy, we will ensure that there is always at least 1 member of staff on site with a Paediatric First Aid (PFA) qualification. During a school trip or offsite activities, we will ensure that our EYFS class has a member of staff with a PFA qualification attending with them as a minimum.

In the EYFS class, we keep two portable first aid bags (which contains appropriate items for the children). The portable first aid bags move to wherever the children are – so if adults take a group of children outside, a first aid bag can go too.

Other first aid boxes or bags are kept in the school office. Children's inhalers and other medication is kept in the school office too, which is located next door to the EYFS classroom.

We keep a written record of accidents, injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given.

The office staff will email or telephone a parent if a child has sustained a head bump on the day of the injury.

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

### 7.10 Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic changing facilities, should the need arise
- An adequate supply of necessary items such as clean, spare clothing as well as wipes.
- Separate toilet facilities for adults.

If children need their clothes and underwear changing due to toileting accidents, we will balance children's privacy with their safeguarding and support needs. Please refer to our Intimate Care Policy.

## 8. The impact of our EYFS provision

The impact of this policy will be the following:

- Observations, assessments and discussions with our learners demonstrate consistently that **children are happy, safe and well in our setting**. Moreover, our tracking of their well-being and involvement will show that children are **consistently motivated and highly involved in their learning**.
- By the end of the Reception year, children will make at least good progress from their starting points and, **having accessed a broad curriculum which meets their unique needs, are equipped with the skills, knowledge and understanding to ensure that they are ready for future learning in year 1** as scientists, historians, artists and geographers...

- Children's **learning and progress across the year will be monitored and measured** through formative and summative assessments which are based on the practitioners and the family's knowledge of the child. We aim to exceed the National and Local Authority data for children achieving Good Level of Development.
- The judgements of our school will be moderated with other schools locally and within our Hurst Trust.
- Children are supported by adults that are well trained and passionate about providing the **best** education for every child.

## 9.Roles and responsibilities

The Governing Body is responsible for:

- Ensuring the school has clarity of vision, ethos and strategic direction.
- Holding leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.
- Ensuring that there are appropriate policies, procedures, and practices in place to deliver EYFS provision in line with the most recent 'Statutory framework for the early years foundation stage.'

The Head teacher is responsible for:

- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment.
- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed.
- Ensuring all relevant staff read and implement this policy.
- Ensuring that staff have received the appropriate training to deliver and report EYFS assessments.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

The EYFS Lead and all EYFS practitioners are responsible for:

- Acting in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Ensuring they have a thorough working knowledge of:
  - The DfE's current 'Early Years Foundation Stage Statutory Framework' and the requirements therein.
  - The DfE's current 'Early Years Foundation Stage Profile Handbook'
  - The STA's current 'Early Years Foundation Stage Assessment and Reporting Arrangements'.
- Using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.

All teaching staff are responsible for:

- Having due regard for this policy and the guidance outlined in the DfE's 'Early Years Foundation Stage Statutory framework,' (2025) when making assessments.

## 10.Monitoring and review

This policy will be reviewed and approved **annually** by the Head teacher and the Early Years Lead. Any changes made to this policy will be communicated to all staff by the Head teacher and Early Years Lead. At every review, the reviewed policy will be shared with the governing board.

All staff directly involved with early years teaching are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

### 11. List of statutory policies and procedures for the EYFS

To view our policies, please refer to

Statutory policy or procedure for the EYFS
Child Protection and Safeguarding Policy
Attendance and Punctuality Policy
Administering medicines policy and Supporting Pupils with Medical Conditions Policy
Emergency evacuation procedure (as outlined in our Emergency Management Plan)
Procedure for checking the identity of visitors
Procedures for a parent/carer failing to collect a child and for missing children (See Starting School booklet for procedures and Missing Child Policy)
Complaints Policy and Procedure
Whistleblowing Policy

### 12. Relevant documents that support the practice of our EYFS class

This EYFS Policy should be used in conjunction to the following documents or policies

- ‘Starting School’ booklet which outlines procedures for the EYFS for families
- The EYFS Long Term Plan
- The EYFS Overview of Learning
- EYFS Risk Assessments
- Special Educational Needs and Disabilities (SEND) Policy

### 13. Legal framework

**This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:**

- Childcare Act 2016
- Children and Young Persons Act 2008
- Childcare (Provision of Information About Young Children) (England) Regulations 2009
- Education Act 2011
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2025) [EYFS statutory framework for group and school-based providers](#)
- DfE (2024) [Early years foundation stage profile handbook](#).
- [2025 reception baseline assessment: assessment and reporting arrangements \(ARA\) - GOV.UK](#)