



St. James' Blackburn
CE Primary School

Vision Statement

Guided by our Christian Values we endeavour to inspire, cherish and serve our school community. We strive to be exceptional in all we do. We will nurture a love of all God's children. We seek to build respect for all faiths and beliefs.

'Serve one another in love' (Galatians 5.13)

Mission Statement

Together we value, inspire and develop each other within a happy, safe community based on Christian values and respect for other faiths.

'Show respect to everyone'

LOVE

'Serve one another in love'

(Galatians 5.13)

RESPECT

'Show respect to everyone'

(Peter 1.2.17)

COURAGE

'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.'

(Joshua 1.9)

Early Years Foundation Stage Policy (EYFS)

Date reviewed by school: 9/1/2026

Next review date: 09/1/2029

School Vision

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School Mission Statement

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School Values

The school has nine school values, underpinned by 3 core Christian Values of:

Courage

'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.' (Joshua 1.9)

Love

'Serve one another in love' (Galatians 5.13)

Respect

'Show respect to everyone' (Peter 1 2.17)

Statement of intent

At St James', we greatly value the importance of the EYFS in providing a secure foundation for future learning and development. St James' Forest Pre-School and Nursery provides 15 and 30 hours of free early education per week for entitled two, three and four-year-old children, and paid for childcare places.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- **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 practitioners and parents/carers.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Legal framework

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

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2025) 'Statutory framework for the early years foundation stage'
- DfE (2025) 'Early years foundation stage profile: 2025 handbook'
- DfE (2023) 'Development Matters' (revised 2023)
- DfE (2025) 'Keeping children safe in education 2023'
- DfE (2025) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- Early Education (2021) 'Birth to 5 Matters'
- UK Council for Internet Safety (2020) 'Education for a Connected World'
- Food Safety: Help for Early Years Providers (2025)

This policy operates in conjunction with the following school policies:

- Teaching, Learning and Assessment Policy
- Child Protection and Safeguarding Policy

- Staff Code of Conduct
- Allegations of Abuse Against Staff Policy
- Complaints Procedures Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Medicines & Supporting Pupils in School with Medical Conditions Policy
- Health and Safety Policy
- Fire Safety Evacuation Procedures
- Safer Recruitment Policy
- Data Protection Policy
- School and Early Years Risk Assessments

The governing board will be responsible for:

- Ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the school's Child Protection and Safeguarding Policy and Photography and video section of the Staff code of conduct.
- Ensuring there is a policy in place in the event of an allegation being made against a member of staff (including supply staff) or a volunteer. These issues are addressed in the school's Allegations of Abuse Against Staff Policy.
- Monitoring the implementation of this policy.
- Ensuring that there are appropriate policies, procedures and practices in place to deliver the 'Statutory Framework for the early years foundation stage' in line with statutory requirements.
- Ensuring that this policy does not discriminate on any grounds.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The EYFS lead, in conjunction with the headteacher, will have responsibility for the day-to-day implementation and management of this policy. They will be responsible for:

- ensuring that teaching is underpinned by high level of subject expertise and approaches and that staff receive appropriate training to deliver and report EYFS assessments.
- Ensuring that all staff are up to date with current statutory and Ofsted expectations, including the early years team and the SLT.
- Ensuring the educational provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children's independence.
- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.

Staff, including teachers, support staff, supply staff and volunteers, and those assigned as 'key persons' will be responsible for:

- Familiarising themselves with, and following, this policy.

- Remaining alert to any issues of concern in children.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Assigning a key person to support the needs of each child and family.
- Ensuring that the children they support receive learning tailored to their needs.
- Engaging with parents to support them in guiding their child's development at home.
- Helping families with more specialist support, where required.
- Helping children become familiar with the school and acting as a point of contact for children and their parents.
- Ensuring they have a thorough working knowledge of:
 - The DfE's current '[Statutory framework for the early years foundation stage](#)' 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](#)'.

Aims

Through the implementation of this policy, we will aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

Four overarching principles shape our practice:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- 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 the school and parents.
- **Learning and development** is important. Children develop and learn in different ways and at different rates.

To put these principles into practice, the school will:

- Provide a balanced curriculum which takes children's different stages of development into account.
- Promote equality of opportunity and anti-discriminatory practice.
- Work in partnership with parents.
- Plan challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Assign each child with a key person to ensure that each child's learning and care is tailored to meet their individual needs.

- Provide a safe and secure learning environment.

Learning and development

In partnership with parents, the school will promote the learning and development of children to ensure they are ready for the next stage of education.

The EYFS provision and practice will be centred around the requirements of the DfE's 'Statutory framework for the early years foundation stage'. It will be based on an observation of children's needs, interests and stages of development. Learning and development in school will be planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

There are seven areas of learning and development that must shape education programmes in EYFS settings.

These are split into two important and interconnected sections – prime and specific:

The 'prime' areas of learning and development are defined as the areas that are particularly important for building a curiosity and enthusiasm for learning, forming relationships, and thriving:

- Communication and language:
 - Listening, attention and understanding
 - Speaking
- Physical development:
 - Gross motor skills
 - Fine motor skills
- Personal, social and emotional development:
 - Self-regulation
 - Managing self
 - Building relationships

The 'specific' areas of learning and development are defined as the areas through which the prime areas are strengthened and applied:

- Literacy:
 - Comprehension
 - Word reading
 - Writing
- Mathematics:
 - Numbers
 - Numerical patterns
- Understanding the world:
 - Past and present
 - People, culture and communities
 - The natural world
- Expressive arts and design:

- Creating with materials
- Being imaginative and expressive

In organising and implementing educational programmes, school will ensure that a broad range of activities and experiences are planned, having regard to three *characteristics of effective teaching and learning* in the EYFS:

- Playing and exploring – children investigate and experience things, use what they know in their play and are willing to try new things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and use what they already know to learn new things, and develop strategies for doing things.

Educational programmes must involve activities and experiences for children, as follows:

- Communication and language development involve giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure.
- Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive Arts and Design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings.

Alongside the provision of the EYFS Curriculum as described above, St James' provides sessions in Forest School experiential learning. Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. The strong blend of educational approaches helps the children to develop socially, emotionally, spiritually, physically and intellectually.

Each area of learning should be implemented through planned and purposeful play through a mix of adult-led and child-initiated activity. Staff respond to each child's emerging needs and interests. As the children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning and in preparation for Year 1.

Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

Parents will be kept up to date with their child's progress and development, and the EYFS staff, including SENDCo, will address any learning and development needs in partnership with parents.

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their interests and learning needs, and will use this information to inform practice and provision for each child.

When undertaking assessment activities, all staff members will have due regard to the school's Assessment Policy, any advice from the LA, and the 'Early Years Foundation Stage Profile Handbook' and the 'Assessment and Reporting Arrangements' (ARA) for that year.

The EYFS setting will undertake a summative assessment of the level of each child's development at certain stages. These are:

- Progress check at age two – a short written summary of children's development in the prime areas, identifying strengths and any areas where the child's progress is less than expected. Staff should discuss with parents/carers how the summary of development can be used to support learning at home. Staff will encourage parents/carers to share information from the progress check with other relevant professionals e.g. Health Visitor. This will allow health and education professionals to identify strengths as well as any developmental delay/ particularly support the child or family may benefit from. St James' will seek the consent of parents/carers to share information directly with other relevant professionals.
- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception year, regardless of what time of year this occurs.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

The EYFS profile must reflect:

- Ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.
- Each child's level of development must be assessed against the early learning goals. Staff must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').
- Year 1 teachers should be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These should inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.
- School must share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the teacher who completed it.
- For children attending more than one setting, the Profile must be completed by the school where the child spends most time. If a child moves to a new school during the academic year, the original school

must send their assessment of the child's level of development against the early learning goals to the relevant provider, other practitioner or the relevant school within 15 days of receiving a request. If a child moves during the summer term, relevant providers agree which of them will complete the Profile.

- The Profile must be completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities must be made as appropriate. St James' considers whether they may need to seek specialist assistance to help with this. Children will have differing levels of skills and abilities across the Profile, and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.
- The school will report EYFS Profile results to the LA when these are requested. The LA is under a duty to return this data to the relevant government department.

The school will ensure that teachers actively engage children, their parents and other adults who have significant interaction with specific children in their assessment processes to provide a well-rounded picture of their development and attainment.

The school will ensure that assessment processes do not prevent teachers and practitioners from spending as much time as possible interacting with children and directly supporting their learning and development. Teachers will not be required to record or document evidence to prove children's level of development; however, they may decide to record particularly noteworthy achievements to plan teaching and where this is beneficial for building knowledge of children.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

The EYFS staff will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support.

The school will take reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if it is found that a child does not have a strong grasp of English language, EYFS staff will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.

Inclusion

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion Policy will ensure that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy will ensure all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO. In addition to the whole school SEND policy, St James' is committed to a policy of equal opportunities and therefore supports the rights of all its pupils, giving regard to their age, ability, gender and race, to be supported.

The EYFS curriculum will be planned to meet the needs of the individual child and support them at their own pace.

The school follows the SEND Code of Practice (2015) recommendation that nurseries should adopt a graduated approach to assessment and planning, led and coordinated by the SENDCo. Good practice of working together with parents and the observation and monitoring of children's individual progress will help identify any child with special educational needs or disability. This graduation approach will be led by the Vulnerable Groups Team, including the SENDCo and appropriate records will be kept according to the Code of Practice.

The 'graduated approach' to SEN support is based on 4 stages of action:

1. Assess: carry out an analysis of the child's needs, with the help of external professionals where necessary, and review it regularly to ensure support is matched to need
2. Plan: agree, in consultation with parents, the outcomes sought for the child, what will be put in place to achieve these, the expected impact and a clear date for review
3. Do: implement the interventions or programmes as agreed. The early years practitioner (usually the child's key person) remains responsible for working with the child on a daily basis, but the SENCO should support them
4. Review: regularly evaluate the effectiveness of the support provided and agree any changes to outcomes and support in line with findings with parents

As an inclusive setting we ensure that children who have an EHCP are able to access the learning and development opportunities that they need to thrive. We work alongside both parents and external agencies to support the child.

In line with regular nursery practice, meetings with the parent will be held to discuss the specific needs of the child. They will then have a period of settling sessions. During this time the EYFS SENDCo will liaise with any other professional that is already involved with the child to ensure that the child has a specific plan in place to support learning. The nursery will take direction from these external agencies and will support the child through making reasonable adjustments to the setting where possible and obtaining resources that will aid development. Where a child is going through the process of an assessment, the nursery will provide reports and evidence as necessary to the relevant agencies. They will provide detailed information regarding the child's progress within the EYFS and in other areas as required. They will work with parents and agencies to ensure the child is accessing the learning opportunities they need wherever possible.

For children with specific medical needs, we will work with parents and relevant agencies to develop a care plan, ensuring that all staff working with the child are aware of the medical condition and the procedures to be followed. We will make the necessary reasonable adjustments in line with the Equality Act 2010. Staff will receive relevant training regarding the administering of medicines and the procedures to be

followed, for example epilepsy training and the use of epi pens to administer medication for those with allergies. Information regarding the medical need will be available within the setting and any new staff will be informed of this information as part of induction. Information such as dietary requirements will also be available within the food preparation area so that anyone preparing meals is aware of allergies.

The learning environment and outdoor spaces

The school recognises that the physical and emotional environment play an important role in supporting, enabling, and extending pupils' learning and development. The school will provide a safe and stimulating environment that values active learning, exploration, and play, where children feel free to create, make links and develop critical thinking skills.

The learning environment will be organised in such a way that children can explore and learn independently in a safe and interactive environment. Independent learning will be encouraged through planned continuous provision where children can make their own selection from a variety of resourced areas.

Children will have access to an enclosed outdoor environment, and daily access to the outdoor environment is planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe. Staff will plan provision to ensure that there are a range of learning opportunities available, and that the learning opportunities available in the outdoor environment build on and develop those inside.

Appropriate and stimulating educational visits and visitors, from both within and outside of the local community, will be arranged to further expand children's learning experiences.

Children with Special Educational Needs or Disabilities who may need alternative arrangements for access to the outdoor provision, and these will be arranged with external professionals. Additional or individual risk assessments may be established.

There will be toilet facilities available to EYFS children, and there will be hygienic changing facilities containing a supply of towels and spare clothes. Nappy changing facilities will also be available. Staff will work with parents to support children in toilet training.

Safeguarding and welfare

Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the people caring for them. The school aims to create a high-quality, welcoming, and safe setting where children can enjoy learning and grow in confidence.

All necessary steps will be taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS will be required to read this policy as part of their induction training. The School has named Designated Safeguarding Leaders who are:



Miss V Moore
Deputy Headteacher

Mrs S Rehman
Pastoral Lead

The DSL will be responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect. The school will inform Ofsted of any allegations of serious harm or abuse of children by any person living, working, or looking after children at the premises

The Online Safety Policy will be adhered to. This includes installing internet filters and antivirus software on all devices and ensuring children are supervised appropriately when using the internet. In the event of children accessing inappropriate content online, safeguarding procedures will be followed in accordance with the Child Protection and Safeguarding Policy.

To ensure the safety of younger children, passwords are used to ensure that someone known to the pupils will collect at home time. Staff will challenge any adult that comes for collection if they are not recognised.

Absences

School must follow up on absences in a timely manner. If a child is absent for a prolonged period of time, or if a child is absent without notification from the parent or carer, school will attempt to contact the child's parents and/or carers and alternative emergency contacts. Staff will consider patterns and trends in a child's absences and their personal circumstances and use their professional judgement when deciding if the child's absence should be considered as prolonged. Consideration must be given to the child's vulnerability, parent's and/or carer's vulnerability and their home life. Any concerns will be referred to local children's social care services and/or a police welfare check requested.

School has an attendance policy available on the school's website. This must include expectations for reporting child absences, and the actions providers will take if a child is absent without notification or for a prolonged period, for example: implementing the setting's attendance procedures, following up with the parents and/or carers and contacting emergency contacts if parents and/or carers are not contactable.

Mobile phones and devices

For the purposes of this policy, the term “**mobile phone**” refers to any electronic device that can be used to take images or record videos, including tablets.

Use of personal mobile phones by staff members

Staff members will not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones will be safely stored and in silent mode whilst children are present.

Staff may take mobile phones on trips, but they will only be used in emergencies and should not be used when children are present. Mobile phones will not be used to take images or videos at any time during trips.

Staff who do not adhere to this policy will face disciplinary action. Staff will report any concerns about another staff member’s use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

Staff may use their professional judgement in emergency situations.

Use of mobile phones by parents, visitors and contractors

Parents, visitors and contractors will not be permitted to take photographs or record videos without prior permission. Parents may take photographs and videos only containing their own child during school events. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved.

The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media. Staff will report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Use of the school’s mobile phones and cameras

Staff will be provided with a school device to ensure that only school devices are used to take photographs and videos. School devices will have passcode protection.

School devices will only be used for work related matters, e.g. recording and documenting a child’s learning. School devices will only be used to take photographs in the presence of another staff member and only with the consent of the child’s parent.

Staff will not take photographs of bruising or injuries for child protection reasons. Instead, concerns can be logged on CPOMs.

School devices will not be taken off school premises without prior written permission from the headteacher.

Where staff members have concerns over material on a school device, they will report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Health and safety

The EYFS lead or member of staff will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents. Accidents and injuries will be recorded in an accident book, located in the Early Years Centre and KS1 building. The headteacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.

First Aid resources will be in the Early Years Centre and KS1 building. A Paediatric First Aider is on the premises at all times and in particular when young children are eating. At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings.

Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's Administering Medication Policy outlines the procedures for administrating medicines.

The school will promote the good health of children in the EYFS, including the promotion of good oral health. Any food or drink provided to children will be healthy, balanced and nutritious. All staff will complete Food Hygiene training. The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Fresh drinking water will be always available.

Smoking will not be permitted on the school premises.

The Health and Safety Policy outlines the full health and safety policies and procedures, and the school will have a Fire Safety Evacuation Procedure in place.

Safer Eating

Whilst children are eating there should always be a member of staff in the room with a valid paediatric first aid certificate. Before a child is admitted to the Nursery, information about any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements will be gained. This information is shared with all staff involved in the preparing and handling of food.

At each mealtime and snack time, staff are clear about who is responsible for checking that the food being provided meets all the requirements for each child.

Providers must have ongoing discussions with parents and/or carers and, where appropriate, health professionals to develop allergy action plans for managing any known allergies and intolerances. This information must be kept up to date by the provider and shared with all staff. 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 solid foods which is sometimes called complementary feeding or weaning. It is the parents' responsibility to update school on their child's allergies and intolerances.

Staff prepare food in a way to prevent choking. Staff are aware of the guidance on food safety for young children which includes advice on food and drink to avoid and how to reduce the risk of choking. Babies and young children should be seated safely in a highchair or appropriately sized low chair while eating. Where possible there should be a designated eating space where distractions are minimised.

Children must always be within sight and hearing of a member of staff whilst eating. Where possible, providers should sit facing children whilst they eat, so they can make sure children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions.

Staff taking medication or other substances

The school will implement a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Staff Code of Conduct Policy.

The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken.

Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.

Any medication used by staff will be stored securely.

Staffing

A robust Safer Recruitment Policy will be in place, which aims to ensure that members of staff employed in the EYFS are suitable.

Upon employment, all EYFS staff will receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection, behaviour and rewards, and health and safety.

Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

The school is aware that there are a range of contextual factors that will affect staff: child ratios, and that these can change depending upon a variety of issues. Exceptionally, and where the quality of care and safety and security of children is maintained, changes to the ratios may be made.

The school will continue to monitor the ratios and ensure that:

- Staffing arrangements meet the needs of all children and ensure their safety.
- Only those aged 17 are included in ratios if they are suitable, and that staff under 17 are always supervised. Suitable students on long term placements and volunteers aged 17 or over, and staff working as apprentices in early education aged 16 or over may be included in the ratios if the provider is satisfied that they are competent and responsible.
- Children are adequately supervised, including whilst eating, and decide how to deploy staff to ensure children's needs are met.
- The EYFS lead will hold at least a full and relevant level 3 qualification alongside at least two years' experience working in an early years setting. At least half of the other EYFS staff will hold a full and relevant level 2 qualification.
- There is a deputy who is capable and qualified to take charge in the managers absence.
- There will be at least one member of staff who has a current paediatric first-aid (PFA) certificate on the school premises at all times and will accompany children on any school outings.

The school will adopt the following staffing ratios:

- For children aged two:
 - There must be at least one member of staff for every five children
 - At least one member of staff must hold an approved level 3 qualification, or have received approval to be included in the ratios at level 3 after attaining experience-based route status.
 - At least half of all other staff must hold an approved level 2 qualification.
- For children aged three and over at any time where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status is working directly with children:
 - There must be at least one member of staff for every 13 children.
 - At least one other member of staff must hold an approved level 3 qualification or have received approval to be included in the ratios at level 3 after attaining experience-based route status.
- For children in Reception classes:
 - Class sizes where the majority of children will reach the age of 5 or older within the school year will be limited to 30 children per school teacher while an ordinary teaching session is conducted. 'School teachers' do not include teaching assistants, higher level teaching assistants, or other support staff.

Children must usually be within sight and hearing of staff and always within sight or hearing when eating. Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

Each child will be assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs. The EYFS lead will inform parents of whom their child's key person is and will explain the role of the key person when their child begins attending the school. This person helps ensure that every child's learning and care is tailored to meet their individual needs. The key person will seek to engage and support parents/ carers in guiding their child's development at home.

Sleeping Arrangements

Sleeping children are frequently checked to ensure that they are safe and should always remain in eyesight of staff. The times a child is checked whilst sleeping is recorded by staff. Being safe includes ensuring that any bedding/ sleeping mats are in good condition and suited to the age of the child, and away from busy passageways in the setting. Staff will follow the latest government safety guidance.

Information and records

Information will be stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy. The school will:

- Maintain records and obtain and share information, as appropriate, to ensure the safe and efficient management of the setting and ensure the needs of all children are met.
- Enable a regular two-way flow of information with parents and between providers in cases where more than one setting is attended.
- Ensure that records are easily accessible and available.
- Ensure that confidential information and records about staff and children are held securely and only accessible and available to those with the right or professional need.
- Be aware of their responsibilities under data protection legislation and, where relevant, the Freedom of Information Act 2000.
- Ensure that staff understand their responsibility to protect and respect the privacy of children and the legal requirements requiring confidentiality of information and records.
- Allow parents access to all records about their child, in accordance with the Data Protection Act 2018.
- Retain records relating to individual children for a reasonable amount of time after they have left the setting.

The following information will be recorded for each child:

- The child's name and date of birth
- The name and address of every parent or carer who is known to the school, including information about all persons who have parental responsibility for the child and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer. It is the responsibility of the parent or carer to ensure this information remains up to date.

The following information about the school will be recorded:

- The school's name, address and telephone number

- The school's certificate of registration
- The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children
- A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of each child's key person

The following information will be made available to parents:

- The school's privacy notice for parents and children
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Details of the policies and procedures in place in the school's EYFS
- Staffing details, including the name of their child's key person and their role and a telephone number for parents to contact in an emergency

Ofsted will be notified if there are any changes to the following:

- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children

Parental involvement

We firmly believe that the EYFS cannot function without the enduring support of parents.

Parents/ carers will be invited to termly parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day. The Early Years Centre will be utilised for confidential discussions between staff and parents.

Parents/ carers will be asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.

Parents/ carers will be asked to complete admission forms, a medical form and through informal discussions will inform school about their child to help the school to understand their character and personality.

Transition periods

Before starting at the Early Years Centre, parents or carers are invited to tour the centre with a member of staff. During the visit, they will receive an admissions pack to complete. Once the completed information is returned to the school, the child will be added to the waiting list. After all required details, including

emergency contact and medical information have been received, the school will contact parents or carers to confirm a start date.

When children start at the Early Years Centre, they will initially attend a one-hour session accompanied by a parent or carer. Following this, children will be encouraged to stay for an hour independently. Session durations will then be gradually increased to the full booked hours, in consultation with staff, the SENDCo (if appropriate), and parents or carers. A gradual transition, with review dates, may be in the child's best interest to reduce distress or risk.

Staff will support children's progression from pre-school to Reception through regular visits to the Reception class, including participation in a designated *Transition Day*. This process also includes induction meetings with parents and completion of the *Readiness for School* transition documents provided by the Local Authority. Staff will maintain regular communication across the EYFS team to ensure continuity and a smooth transition for each child.

The following process will be in place to ensure children's successful transition to Year 1:

- Parents are informed of their allocation of classes and are informed they can speak to members of staff to voice any concerns they may wish to express.
- During the Summer term, parents will be encouraged to help their children by completing activities which will support their child's transition and inform planning in school.
- The children will be invited to a number of visits throughout the year to the KS1 building. These visits will begin through nursery and pre-school, allowing the children to feel secure in the new environment. In the Summer term, the children will visit at least once without the support of the early years practitioners or parents/carers on 'Transition Day.'
- In the Summer term, Reception and Year 1 staff will meet to discuss each child's development in order to support a smooth transition to Year 1.

Behaviour and Rewards in Early Years

In conjunction with the school's Behaviour and Rewards Policy, in Early Years positive relationships are promoted and environments that encourage and reinforce good behaviour are expected. The aim in Early Years is to promote independence, resilience and promote an environment where everyone feels happy, safe and secure. Pupils should have the opportunity to learn unhindered by the behaviour of others and school recognises that some pupils need protection from their own behaviour. Staff should model and teach children social, moral, spiritual and cultural values.

In Early Years, strategies for preventing unacceptable behaviour are around positive teacher-pupil relationships. It is important that the approach is preventative not reactive. Rewards and positive reinforcements allow for effective classroom management. All staff are expected to ensure children access positive strategies to support, which should be underpinned by use of communication systems, giving all pupils opportunities to develop self-regulation skills.

On occasions where preventative strategies do not work and children escalate their behaviour, staff members will try de-escalation strategies such as using simple, direct language, appearing calm and using a low tone of voice, showing open and accepting body language, reassuring the child and creating an outcome goal. Coregulation strategies, including naming the emotion, may be used to help regulate children's emotions and may be completed away from the situation. Staff will assess why the child is exhibiting difficult behaviours before formulating a plan by using the Antecedent, Behaviour, Consequence sheets (ABC). This will help to analyse any patterns in behaviour and any reasons for this behaviour. This information will then inform the strategies used in the behaviour plan along with discussions with parents and further investigation if required. The behaviour plan and/or risk assessment would be reviewed at least on a termly basis. Where vulnerable pupils and groups are identified, provision will be made to support and promote their positive mental health.

The school views challenging behaviours as those which:

- Places the person or others in physical danger
- Prevent participation in appropriate activities
- Isolates the child from his/ her peers
- Affects the learning and functioning of other pupils
- Drastically reduces the persons opportunities for involvement in ordinary community activities

CPOMS entries are made to record behaviour concerns, and these are discussed with the EYFS lead and SLT to determine whether amendments need to be made. Individual risk assessments will be developed, where appropriate, in collaboration with parents and carers to ensure the safety and wellbeing of all pupils and staff. Use of accident/ injury forms will also be used to record the incident.

Staff need to maintain clear and consistent boundaries and routines to ensure the child is clear about what is expected. This also applies to the language used by the staff. The language needs to label the appropriate behaviour expected e.g. 'walk slowly' rather than 'don't run' and give the opportunity to teach the child what is an appropriate alternative.

Staff recognise that many pupils due to their learning differences will need support. Many pupils who display behaviour deemed as 'inappropriate' have not yet learnt more effective and appropriate ways of communicating. Therefore, staff seek to ensure that the environment enables all pupils to learn meaningful ways of communicating their needs. Pupils with Special Educational Needs and Disabilities (SEND) may require reasonable adjustments to support positive behaviour. A multi-agency approach supplements behaviour approaches where appropriate.

School will keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

It is extremely rare for a child to be excluded. We will always work closely with the Special Needs Department and parents to find the best outcome for the child. However, if there was a serious risk of harm to the child, other children, or adults, the school would use the option of exclusion, in line with the School's Behaviour Policy.

Monitoring and review

This policy will be reviewed regularly by the governing board and the headteacher.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS will be required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.