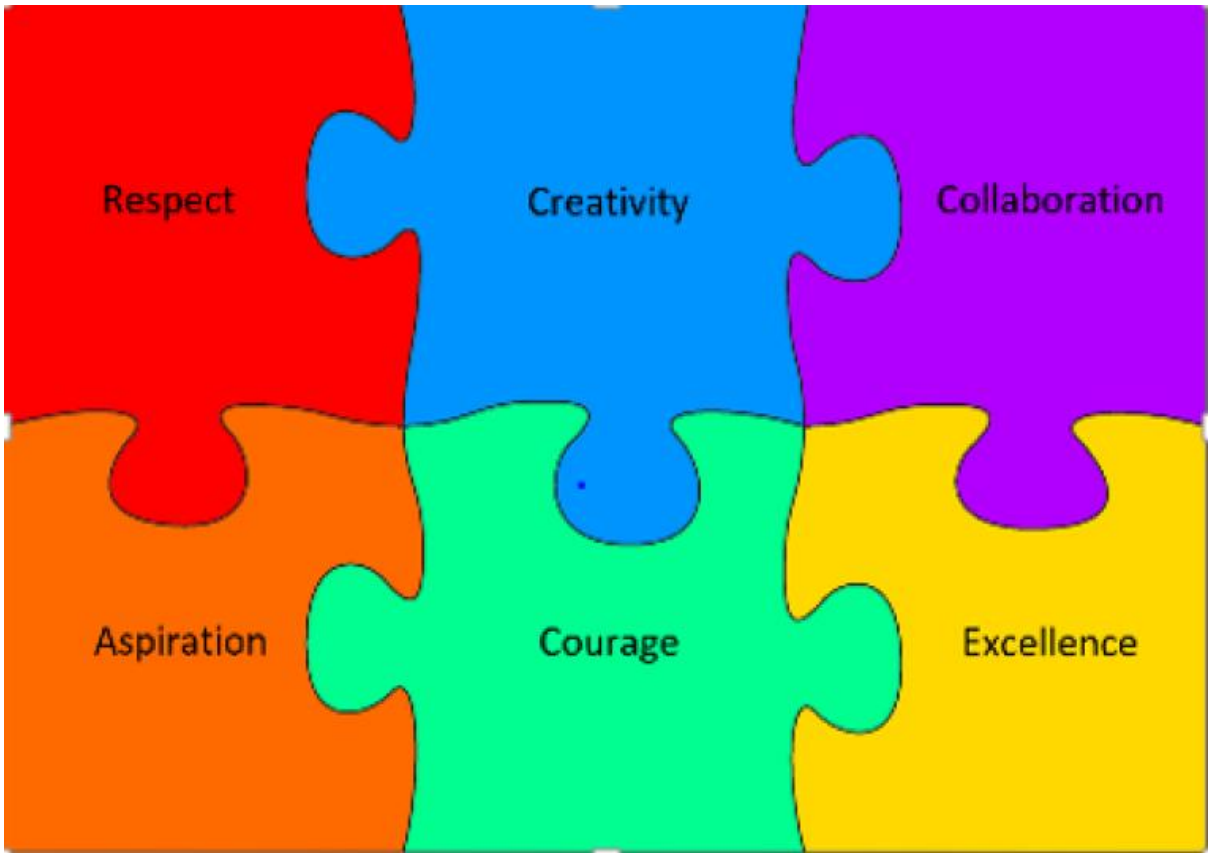
Randlay Primary School and Nursery



EYFS Policy

Last Reviewed: Autumn 2025

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Aims
4. Learning and development
5. Inclusion
6. The learning environment and outdoor spaces
7. Assessment
8. Safeguarding and welfare
9. Mobile phones and devices
10. Health and safety
11. Staff taking medication or other substances
12. Staffing
13. Information and records
14. Parental involvement
15. Transition periods
16. Monitoring and review
17. Complaints

Statement of intent

At Randlay Primary School and Nursery, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DfE 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 'school readiness' 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.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

1. Legal framework

1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

- Childcare Act 2006
- The Safeguarding Vulnerable Groups Act 2006
- The GDPR Compliance 2018
- Data Protection Act 2018

1.2. This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2015) 'The prevent duty'

1.3. This policy is intended to be used in conjunction with the following school policies:

- Assessment Policy
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Teaching and Learning Policy
- Child Protection and Safeguarding Policy
- Allegations of Abuse Against Staff Policy
- Administering Medication Policy
- Health and Safety Policy
- Recruitment Policy
- Data Protection Policy
- Complaints Procedures Policy

2. Roles and responsibilities

2.1. The Governing body has the overall responsibility 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.

2.2. The Governing body has the overall responsibility for ensuring there is a policy in place in the event of an allegation being made against a member of staff.

These issues are addressed in the school's Allegations of Abuse Against Staff Policy.

2.3. The Governing body has the overall responsibility for the implementation of this policy.

2.4. The Governing body has overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

2.5. The Governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

2.6. The EYFS Co-ordinator, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.

2.7. Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.

2.8. Staff, including teachers, support staff and volunteers, are responsible for remaining alert to any issues of concern in children.

3. Aims

3.1. Through the implementation of this policy, we 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.

3.2. Four guiding 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, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents and/or carers.
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years

provision, including children with special educational needs and disabilities.

3.3. To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Implements a key person approach to develop close relationships with children.
- Provides a safe and secure learning environment.

4. Learning and development

4.1. The EYFS curriculum is based on an observation of children's needs, interests and stages of development.

4.2. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

4.3. Our curriculum encompasses seven areas of learning and development. These are the seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.

4.4. The 'prime' areas of learning and development are:

- Communication and language
  - Listening and attention
  - Understanding
  - Speaking
- Physical development
  - Moving and handling
  - Health and self-care
- Personal, social and emotional development
  - Understanding emotions
  - Sense of Self
  - Making relationships

4.5. The 'specific' areas of learning and development are:

- Literacy

  - Reading
  - Writing
- Mathematics
- Understanding the world
  - People and communities
  - The world
  - Technology
- Expressive arts and design
  - Creating with materials
  - Being imaginative and expressive

4.6. Throughout their time in the EYFS children take part in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of Reception goals. These goals are defined as Early Learning Goals (ELGSs). Our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

4.7. Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience 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 develop strategies for doing things.

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

4.8. The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.

4.9. The EYFS Co-ordinator will discuss any cause for concern in a child's progress, especially in the prime areas of learning, with the child's parents. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have a special educational need or disability which requires additional support.

4.10. The school takes 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 a child is found to not have a strong grasp on English, the EYFS Co-ordinator will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

4.11. Further information regarding learning and development are set out in the school's Teaching and Learning Policy.

5. Inclusion

5.1. All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

5.2. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

5.3. The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

5.4. The Early Years Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible.

5.5. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

6. The learning environment and outdoor spaces

6.1. The EYFS area is organised in such a way that children can explore and learn in a safe environment.

6.2. Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

6.3. There are toilet facilities available to the EYFS, and there are hygienic changing facilities located here containing a supply of spare clothes, further guidance can be found in the Intimate Care Policy.

7. Assessment

7.1. 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.

7.2. Parents will be kept up-to-date with their child's progress and development, and the EYFS Co-ordinator and class teachers will address any learning and development need in partnership with parents.

7.3. Formative assessments are used to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child.

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

7.5. The school has regard to the SEND code of practice: 0-25 years.

7.6. The EYFS Co-ordinator, Kate White, is the school's SENDCo.

7.7. Assessment procedures are set out in full in the Assessment Policy.

8. Safeguarding and welfare

8.1. All necessary steps are taken to keep the children in our care safe and well.

8.2. 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 are required to read this policy as part of their induction training.

8.3. The DSL's in school are Lynda Stolic (Headteacher), Kirsty Parkinson (Deputy Headteacher), Kate White (EYFS Co-ordinator) and Victoria Mantle (Pastoral Lead).

The DSL's are responsible for safeguarding children and liaising with local children's services as appropriate.

8.4. 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.

9. Mobile phones and devices

9.1. 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.

9.2. Photography policies and procedures are addressed in full in our GDPR Policy.

Use of mobile phones by staff members

9.3. Staff members must not use personal mobile phones or cameras when children are present.

9.4. Staff may use mobile phones on school premises outside of working hours when no children are present.

9.5. Staff may use mobile phones in the staffroom during breaks and non-contact time.

9.6. Mobile phones should be safely stored and in silent mode whilst children are present.

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

9.8. Staff who do not adhere to this policy will face disciplinary action.

9.9. Staff may use their professional judgement in emergency situations.

9.10. Staff must 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.

Use of mobile phones by parents, visitors and contractors

9.11. Posters are used around the school to indicate that it's a mobile free zone.

9.12. Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission.

9.13. Parents may take photographs and videos only containing their own child during school events.

9.14. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved.

9.15. The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media

9.16. Staff must 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

9.17. Staff are provided with a school device to ensure that only school devices are used to take photographs and videos.

9.18. School devices must have passcode protection.

9.19. School devices must only be used for work related matters.

9.20. School devices must only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.

9.21. Staff must not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps are used to record observations relating to child protection concerns – these can be acquired from the DSL.

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

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

10. Health and safety

10.1. A first-aid box is located in the EYFS area.

10.2. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered.

10.3. The school's Administering Medication Policy outlines the procedures for administrating medicines.

10.4. The EYFS Co-ordinator or class teacher 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 using the school's Accident form.

10.5. Accidents and injuries will be recorded in an accident book, located in the EYFS area.

10.6. 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.

10.7. The school has a Fire Evacuation Plan in place.

10.8. Any food or drink provided to children is healthy, balanced and nutritious.

10.9. The school has an area which is adequately equipped to provide healthy snacks and drinks for children as necessary.

10.10. All staff involved in preparing and handling food have received training in food hygiene.

10.11. The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.

10.12. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded prior to a child being admitted to the setting.

10.13. Fresh drinking water is available at all times.

10.14. Smoking is not permitted on the school premises.

10.15. The Health and Safety Policy outlines the full health and safety policies and procedures.

10.16. The school is responsible for managing children's behaviour in an appropriate way and does not give corporal punishment to a child.

10.17. Staff will not be taken to have used corporal punishment where physical intervention was taken for the purpose of averting immediate danger of personal injury to any person or to manage a child's behaviour if absolutely necessary.

10.18. The school keeps a record of any occasion where physical intervention is used, and parents are informed on the same day, or as soon as reasonably practicable.

10.19. The school does not threaten corporal punishment and does not use or threaten any punishment which could adversely affect a child's wellbeing.

10.20. The school will ensure that its premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises.

10.21. The outdoor area will have a daily risk assessment to check the condition of equipment.

10.22. The school takes all reasonable steps to prevent unauthorised persons entering the premises and checks the identity of visitors. All staff wear identification tags.

10.23. The school operates a password system for the collection of children to ensure that children are sent home with only authorised persons. This password is stored securely on our Bromcom system.

10.24. If any child is late being collected parents/cares will be contacted by telephone once a period of 10 minutes has elapsed. The child will be kept in Nursery during this time. If no contact is made after a period of 30 minutes and the Nursery sessions have ended the child will wait in the Reception area supervised by a known adult.

11. Staff taking medication or other substances

11.1. The school implements a zero-tolerance approach to drugs and alcohol misuse.

11.2. 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.

11.3. 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.

11.4. Any medication used by staff is securely stored in the school office.

12. Staffing

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

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

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

12.4. All members of staff who have contact with children and families will be supervised by the EYFS Co-ordinator. 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.

12.5. The EYFS Co-ordinator holds 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 hold a full and relevant level 2 qualification.

12.6. There will be at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate.

12.7. Any member of staff who has sole responsibility for looking after a group of children will also hold a PFA certificate.

12.8. All newly qualified staff with a level 2 or 3 qualification will be PFA trained.

12.9. The school will organise PFA training to be renewed every three years.

12.10. The list of staff who hold PFA certificates can be found in the school office.

12.11. The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'.

12.12. Only members of staff with level 2 English and maths qualifications will count towards the staffing ratios at level 3.

12.13. The school adopts the following staffing ratios:

- For children aged two, there is one member of staff for every four children. At least one staff member holds a full and relevant level 3

qualification, and at least half of the other staff members hold full and relevant level 2 qualifications.

- For children aged three and over:
  - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.
  - Where a member of staff does not hold QTS, early years professional status, or another suitable level 6 qualification, there is one member of staff for every eight children. At least one staff member holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.

12.14. Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.

12.15. Parents will be informed about staffing arrangements.

12.16. Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs.

12.17. The EYFS Co-ordinator 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.

13. Information and records

13.1. Information is stored in line with the GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

13.2. The following information is 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, and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer

13.3. The following information about the school is 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

13.4. The following information is made available to parents:

- The school's privacy notice for parents and pupils
- 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
- Information about the policies and procedures in place in the school's EYFS
- Where a child attends more than one setting, school will enable a regular two-way flow of information with parents, and between providers.

13.5. 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

14. Parental involvement

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

14.2. Parents are 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.

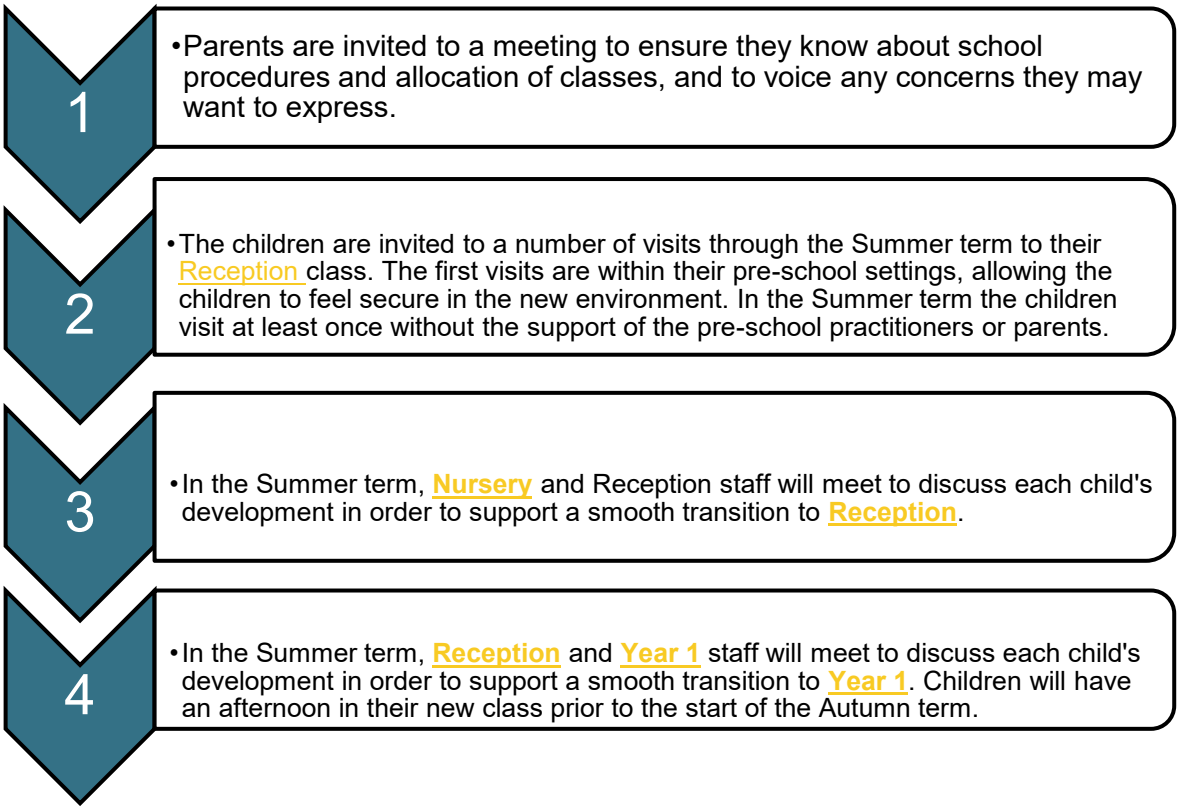
14.3. The Meeting Room will be utilised for confidential discussions between staff and parents.

14.4. Parents are asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.

14.5. Parents are asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

15. Transition periods

15.1. The following process is in place to ensure children's successful transition to Reception and Year 1:



16. Monitoring and review

16.1. This policy is reviewed annually by the Governing body and the head teacher.

16.2. Any changes made to this policy will be communicated to all members of staff.

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

16.4. The next scheduled review date for this policy is July 2022.

17. Complaints procedure

17.1. The school has a written procedure for dealing with concerns and complaints from parents, and will keep a written record of any complaints and outcomes.

17.2. Records of complaints will be made available to Ofsted on request.

17.3. Any written complaints relating to the fulfilment of The EYFS requirements will be investigated within 28 days of having received the complaint.