



Early Years Foundation Stage  
Policy

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## 2. Version Control

Date	Version	Revision	Owner
07/05/20	1.0	New policy	Future Generation Trust Policy Team

### 3. Statement of Intent (EYFS Vision)

Future Generation Trust believe in providing all children with a safe, nurturing and stimulating environment that builds on each individual's needs and interests. We provide children with a wide range of opportunities to learn through play. Each academy ensures that adult-led learning is fun, engaging and suitably challenging. We value the importance of outdoor learning and ensure children have a wealth of opportunities to develop their thinking and problem-solving skills. We are committed to providing the best possible start for our children and instil a real love of learning. Through fun, creative teaching, we aim to actively engage, inspire and enable our children to flourish and succeed.

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 academy staff and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

### 4. Legal Framework

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

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- General Data Protection Regulation 2018
- Data Protection Act 2018

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

- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2015) 'The prevent duty'

This policy is intended to be used in conjunction with the following Trust policies:

- Early Years Foundation Stage Assessment Policy
- Early Years Foundation Stage Teaching and Learning Policy
- Intimate Care Policy
- Behaviour and Anti-Bullying Policy

- Special Educational Needs and Disabilities Policy
- Child Protection & Safeguarding Policy
- Equality Objectives Statement
- Equal Opportunities Policy: Pupils
- Supporting Pupils with Medical Conditions Policy
- Health, Safety and Wellbeing Policy
- Data Protection Policy
- E-Safety Policy
- Records Management Policy
- Complaints Policy & Procedure

## 5. Roles and Responsibilities

The Future Generation Trust Board has the overall responsibility for ensuring there is a policy in place to safeguard children that includes staff training requirements as well as an explanation of the action to be taken in the event of:

- safeguarding concerns about a child
- safeguarding concerns about the use of mobile phones and cameras
- an allegation being made against a member of staff

These issues are addressed in part in this policy and in further detail in the Trust's **Child Protection & Safeguarding Policy** and **E-Safety Policy**.

The Future Generation Trust Board has the overall responsibility for the implementation of this policy and 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.

Any complaints will be dealt with under the Trust's **Complaints Policy & Procedure**.

The EYFS lead (Mrs J. McMullan), in conjunction with the Headteacher, has responsibility for the day-to-day implementation and management of this policy.

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

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

## 6. Aims

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.

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 academy and parents.
- Children develop and learn in different ways and at different rates.

To put these principles into practice, the academy:

- 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.

## 7. Learning and Development

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

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

There are 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.

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**

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

The 'specific' areas of learning and development are:

### **Literacy**

- Reading
- Writing

### **Mathematics**

- Numbers
- Space, shape and measure

### **Understanding the world**

- People and communities
- The world
- Technology

### **Expressive arts and design**

- Exploring and using media and materials
- Being imaginative

Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

The EYFS lead 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.

The academy takes reasonable steps to provide opportunities for children with English as an additional language 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 lead will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

Each area of learning and development will be implemented through a mix of adult-led and child-initiated activity.

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

Activities are planned with regard to three characteristics of effective 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.

Further information regarding learning and development are set out in the Trust's **Early Years Foundation Stage Teaching and Learning Policy**.

## 8. Inclusion

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

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

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

The **Special Educational Needs and Disabilities Policy** ensures 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 academy's SENDCo.

## 9. The Learning Environment and Outdoor Spaces

All areas of provision are organised in such a way that children can explore and learn in a safe environment.

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.

There are age appropriate toilet facilities available to the EYFS and a supply of gloves, nappy sacks, wipes and spare clothes located in the cupboard next the toilet facilities.

## 10. Assessment

Assessment plays an important part in helping the academy 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 lead will address any learning and development needs in partnership with parents.



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.

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

Assessment procedures are set out in full in the **Early Years Foundation Stage Assessment Policy**.

## 11. Safeguarding and Welfare

All necessary steps are 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 & Safeguarding Policy**, and all members of staff in the EYFS are required to read this policy as part of their induction training.

The Designated Safeguarding Lead (DSL) is Mrs M. Smith

The Deputy DSL is Mrs J. McMullan

The DSL is 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 **Child Protection & Safeguarding Policy** and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect

## 12. 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.

Photography policies and procedures are addressed in full in our **E-Safety Policy**.

### **Use of mobile phones by staff members**

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

Staff may use mobile phones on academy 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 should be safely locked away whilst children are present. This will be monitored by the EYFS lead

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.

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

Staff may use their professional judgement in emergency situations.

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 & Safeguarding Policy**.

### **Use of mobile phones by parents, visitors and contractors**

Posters are displayed around the academy to indicate that it is a mobile free zone.

Parents, visitors and contractors are not 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 academy strongly advises against the publication of any photographs or videos taken at the academy or school events on social media

Staff must report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the **Child Protection & Safeguarding Policy**.

### **Use of the academy's mobile phones and cameras**

Staff are provided with an academy device to ensure that only academy devices are used to take photographs and videos.

Academy devices must have passcode protection.

Academy devices must only be used for work related matters.

Academy 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.

Staff must not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps on CPOMS are used to record observations relating to child protection concerns.

Academy devices must not be taken off academy premises without prior written permission from the Headteacher.

Where staff members have concerns over material on an academy device, they must report all concerns to the DSL, following the procedures outlined in the **Child Protection & Safeguarding Policy**.

### 13. Health and Safety

Detailed arrangements for Health and Safety at the academy can be found in the **Health, Safety & Wellbeing Policy** published on the academy website. With regard to EYFS the following areas are of particular importance:

- **First Aid** - Each academy within Future Generation Trust has completed a site specific First Aid assessment which details first aid arrangements at the academy, including the location of First Aid boxes and the names of qualified first aiders. This document is reviewed at least annually. Staff are made aware of the arrangements for first aid as part of their induction.
  - **Medicines** - The Trust's **Supporting Pupil's with Medical Conditions Policy** outlines the procedures for administering medicines.
  - **Accidents and Injuries** - The EYFS lead 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. Records will be retained by the academy in line with the Trust's **Records Management Policy**.
  - **Fire Safety** - The academy has a Fire Evacuation Plan in place and Fire Evacuation Drills are practised at least once every term.
- Food & Drink** - Any food or drink provided to children is healthy, balanced and nutritious. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded in the child's records. Kitchen staff and EYFS staff will be informed and information will be displayed in the main academy kitchen and also the *insert location*. Fresh drinking water is available at all times.

### 14. Staffing

Robust recruitment procedures are in place, which aim to ensure that members of staff employed in the EYFS are suitable, with detailed checks being carried out prior to any staff starting work at the academy.

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.

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 are managed and supported by the EYFS lead. This provides 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 EYFS lead 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.

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

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

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

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

The list of staff who hold PFA certificates is displayed at all first aid points.

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

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

### **The academy 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.

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.

In Etching Hill Primary Academy EYFS, 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.

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 academy.

## **15. Information and Records**

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

### **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 academy, and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer

### **The following information about the academy is recorded:**

- The academy's name, address and telephone number
- The academy'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 academy, their hours of attendance, and the names of each child's key person

### **The following information is made available to parents:**

- The Trust's privacy notices for parents/carers and for pupils
- How the academy delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the academy's EYFS and how parents can assist their child's learning at home
- How the academy'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 academy's EYFS

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

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

## **16. Parental Involvement**

Future Generation Trust firmly believe that the EYFS cannot function without the enduring support of parents.

Parents are invited to termly parents' evenings; however, the academy has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day. Other meetings can be arranged at time to suit both parents and staff if necessary.

Either the Headteacher's office or EYFS lead's office will be utilised for confidential discussions between staff and parents.

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.

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

## **17. Transition**

All new children in Etching Hill EYFS have the opportunity to visit the setting for a session with their parents before they start.

New Nursery children have the opportunity to visit the setting for a half-day session with their parents before they start.

Existing Nursery children have a half day transition session with their Reception teacher.

Reception children have a half day transition session with their Year 1 teacher.

In the summer term, staff will meet to discuss each child's development in order to support a smooth transition to the next year group.

EYFS staff members provide the relevant Year 1 teachers with information regarding pupils, allowing them to accurately plan effective learning during Year 1.

The EYFS lead, Reception class teacher and Year 1 teacher will meet to discuss and expand on the information presented in pupils' EYFS profiles.

## **18. Monitoring and Review**

The Future Generation Trust Board has overall responsibility for this policy and for reviewing its implementation and effectiveness. The Headteacher has day-to-day operational responsibility for this policy and must ensure that all staff are fully aware of its contents and trained accordingly.

This policy is reviewed annually. Any changes made to this policy will be communicated to all members of staff and parents, and the new version of this policy will also be published on the academy website.

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.

**Policy adopted on:**

**Review Date:**

**Signed:**