

**THE EDUCATION VILLAGE ACADEMY TRUST**



**Early Years Foundation  
Stage Policy**

## EVAT Version Control Document

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## Monitoring and Review

This policy is reviewed every **one year** by the Policy Owner: **Alison Sinclair**.

The next scheduled review is **February 2025**.

## Values and Ethos

Our values and ethos are inclusive and child centred. Our Trust is founded on the principles of inclusivity, diversity and fairness, and they are fundamental to our delivery of exceptional learning experiences.

EVAT stands for:

- **E**xcellence and high standards
  - a can-do culture and no-excuses ethos
- **V**alues driven with a deep sense of purpose
  - putting children and young people first
  - behaving ethically
- **A**mbition and aspiration for all
  - irrespective of background or barriers – being truly inclusive
- **T**eamwork
  - we do more, better and faster, together

We are a village. We collaborate, with our learners, their families and our communities, to provide exceptional education so that all the children and young people we serve achieve the best possible outcomes.

### Our Ethos is to:

- Create a nurturing and friendly atmosphere and provide an environment where everyone feels valued for who they are
- Bring out the best in every child and young person and meet the full range of their individual needs
- Provide different and unique experiences, challenges and activities
- Show tolerance and respect for each other
- Prepare our children and young people for lifelong learning
- Improve the life chances of every child and young person we serve.

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## 1. Statement of intent

This policy sets out the aims and objectives of Early Years Foundation Stage (EYFS) Curriculum within the Education Village Academy Trust (EVAT or 'the Trust').

***Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.***

***The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.***

At the Education Village Academy Trust, 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 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.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

## 2. Legal framework

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

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2023) 'Statutory framework for the early years foundation stage'
- DfE (2023) 'Early years foundation stage profile: 2024 handbook'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2018) 'Working Together to Safeguard Children'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding and Child Protection Policy
- Managing Allegations Against Staff and Volunteers Procedure
- Equal and Diversity Objectives Statement
- Administering Medication Policy
- Health and Safety Policy
- GDPR Data Protection Policy
- Complaints Policy
- Safer Recruitment Policy
- Evacuation Procedure
- E-Safety Policy
- Code of Conduct

## 3. 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;
- Keep parents/carers well informed about what children are learning at school and the progress their child is making;

- Ensure all children make an effective and happy transition from home/playgroup or nursery through effective liaison;
- Value children's own experiences, their imagination, their curiosity and the range of skills they bring with them, and using these as starting points in their learning;
- Ensure all children feel safe and secure within their learning environment;
- Provide a stimulating, challenging and well-structured environment that enables choice and decision making, fosters independence, self-confidence and which also motivates children towards independent learning.

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 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 EVAT schools:

- 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.
- Provide a safe and secure learning environment.

## 4. Role and Responsibilities

The Trustees 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 Images Policy.
- 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 this policy does not discriminate on any grounds.



- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Education Standards Committee will be responsible for:

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

The Principal/Head of School will be responsible for:

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

The EYFS lead will be responsible for

- Ensuring all staff members read and implement this policy.

- Ensuring that all staff are up-to-date with current statutory and Ofsted expectations, including the early years team and the SLT.
- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the early years stage.
- Leading the early years team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the 'Statutory framework for the early years foundation stage'.
- 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.
- Taking responsibility for high-quality teaching provision throughout the early years stage.
- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the headteacher.
- Developing and maintaining effective relationships with parents, colleagues, the governing board and the local community.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

Staff, including teachers, support staff, supply staff and volunteers, will be responsible for:

- Acting in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Ensuring they have a thorough working knowledge of:
  - The DfE's current 'Statutory framework for the early years foundation stage' and the requirements therein.
  - The DfE's current 'Early years foundation stage profile handbook'
- Using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities.

- Identifying any areas of concern relating to children and their learning, development and emotional needs.

## 5. Learning and development

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

The EYFS curriculum is based on an observation of children's needs, interests and stages of development. Activities in school are 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:

- 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:

- 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

The school will plan and provide educational programmes that involve activities and experiences for children as set out under each of the seven areas of learning.

When planning the early years curriculum, practitioners will:

- Consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.
- Stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.
- Reflect on the different rates at which children are developing and adjust their practice appropriately.

If a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents and agree how to support the child. Staff will also consider whether a child may have a special educational need or disability which requires specialist support.

For children whose home language is not English, practitioners will:

- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.

In organising and implementing educational programmes, the 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.
- 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.

Each child will be assigned a key person who will help to ensure their learning and care is tailored to meet their individual needs.

## 6. 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 lead will address any learning and development needs in partnership with parents.

Ongoing formative assessments are used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their level of achievement, interests and learning styles and will use this information to shape learning experiences for each child. Any observations are recorded on Tapestry online and flagged according to the area of learning.

The EYFS setting will undertake a summative assessment of the level of each child's development at certain stages as appropriate to the school's age-range. These are:

- Progress check at age two – a short written summary of children's development in the prime areas.
- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting reception year.
- 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 school reports 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.

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

The EYFS lead 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 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 it is found that a child does not have a strong grasp of English language, the EYFS lead will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.

## **7. 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 ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) 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 school's SENCO.

## **8. The learning environment and outdoor spaces**

The classroom is 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 appropriate toilet facilities available to the EYFS, and there are hygienic changing facilities containing a supply of towels and spare clothes.

## **9. Safeguarding and welfare**

The school will take all necessary steps to keep children safe and well and comply with the requirements of the 'Statutory framework for the early years foundation stage' to:

- Safeguard children.
- Ensure the suitability of adults who have contact with children.
- Promote good health.
- Manage behaviour

Maintain records, policies, and procedures. 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.

Posters are displayed in each setting of the DSL and the deputy DSL. 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 safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

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.

## 10. Staffing

### Suitable people

The school will ensure that it:

- Has effective systems in place to ensure that practitioners and those in regular contact with children within the setting are suitable to fulfil the requirements of their roles.
- Obtains an enhanced criminal records check in respect of every person aged 16 and over who works directly with children or works on the premises – additional criminal records checks will also be made for anyone who has lived or worked abroad.
- Tells staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children.
- Does not allow people, whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children.
- Records information about staff qualifications and the identity checks and vetting processes that have been completed.
- Meets its responsibilities under the Safeguarding Vulnerable Groups Act 2006, which includes a duty to make a referral to the DBS where a member of staff is dismissed, or would have been, had the person not left the setting first, because they have harmed a child or put a child at risk of harm.
- Ensures that no disqualified person is employed to work in connection with early years provision.
- Takes appropriate action to ensure the safety of children if they become aware of any information about staff that may lead to their disqualification.

## **Staff taking medication or other substances**

The school implements a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Drug and Alcohol 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 is securely stored.

## **Staff qualifications, training, support, and skills**

The school will ensure that:

- It follows its legal responsibilities under the Equality Act 2010.
- All staff receive induction training to help them understand their roles and responsibilities. This will include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues.
- Support staff undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.
- It puts appropriate arrangements in place for the supervision of staff who have contact with children and families.
- At least one person who has a current paediatric first aid (PFA) certificate is always on the premises and available when children are present and accompanies them on any outings - the certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS framework.
- Any member of staff who has sole responsibility for looking after a group of children will hold a PFA certificate.
- All newly qualified entrants to the early years workforce who have completed a level 2 or level 3 qualification on or after 30 June 2016, have either a full paediatric first-aid (PFA ) or an emergency PFA certificate within three months of starting work in order to be included in the required staff: child ratios. The school will organise PFA



training to be renewed every three years. The list of staff who hold PFA certificates can be found in location.

- Staff have sufficient understanding and use of English to ensure the wellbeing of children in their care.

### **Staff:child ratios**

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

- Staffing arrangements meet the needs of all children and ensure their safety.
- Children are adequately supervised, including whilst eating, and decide how to deploy staff to ensure children's needs are met.
- Children are always within sight or hearing of staff.
- Only those aged 17 and over 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 school is satisfied that they are competent and responsible.

The school will adopt the following staffing ratios:

- For children aged two:
  - There will be one member of staff for every five children.
  - At least one staff member will hold an approved level 3 qualification.
  - At least half of the other staff members will hold an approved level 2 qualification.
- 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 will be one member of staff for every 13 children, and at least one other member of staff will hold an approved level 3 qualification.
  - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is not working directly with the children, there will be one member of staff for every 8 children, and at least one other member

of staff will hold an approved level 3 qualification, with at least half of all other staff holding an approved level 2 qualification.

- For children in Reception classes:
  - Class sizes will be limited to 30 children per school teacher.

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.

### **Key person**

Each child will be assigned a key person whose role will be to:

- Meet their individual needs.
- Help the child become familiar with the setting.
- Offer a settled relationship for the child.
- Build a relationship with their parents.

## **11. Health**

Medicines

The school will:

- Promote the good health of children, including their oral health.
- Have an agreed procedure, discussed with parents for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.
- Have policies and procedures for administering medicines, which includes systems for obtaining information about a child's medicinal needs and keeping this information up to date.
- Ensure that adequate training is provided for staff where medicinal administration requires medical or technical knowledge.
- Ensure that medicines are not administered unless they have been prescribed for a child by a doctor, dentist, nurse, or pharmacist - medicines containing aspirin should only be given if prescribed by a doctor.

- Only administer medicine, both prescription and non-prescription, where written permission for that particular medicine has been obtained from the child's parent.
- Keep a written record of each time medicine is administered, and inform parents on that day, or as soon as is reasonably practicable.

### **Food and drink**

The school will:

- Ensure that, where provided, meals, snacks and drinks are healthy, balanced, and nutritious.
- Obtain information about a child's special dietary requirements, preferences, food allergies and any special health requirements prior to them attending the setting.
- Ensure that fresh drinking water is always available and accessible to children.
- Record and act on information from parents about a child's dietary needs.
- Ensure there is an area which is adequately equipped to provide healthy meals, snacks and drinks for children.
- Ensure there are suitable facilities for the hygienic preparation of food for children, including, where necessary, suitable sterilisation equipment for babies' food.
- Ensure that those responsible for preparing and handling food are competent to do so, with all staff involved in preparing and handling food receive training in food and hygiene.

### **Accident or injury**

The school will:

- Ensure that there is a first aid box containing appropriate content for use with children which is always accessible. This will be kept in location.
- Keep a written record of any accidents, injuries and first aid treatment. An accident book will be kept within Early Years.
- Inform parents of any accident or injury involving a child and inform parents on the same day, or as soon as is reasonably practicable after, including details of any first aid treatment given.
- [Updated] Notify Ofsted of any serious incident, illness or injury to, or death of, any child while in their care, and the action taken as soon as is reasonably practicable, but at least within 14 days of the incident occurring – note, failure to do constitutes an offence.

- Notify local child protection agencies of any serious accident or injury to, or death of, any child while in their care, and act on any advice given from these agencies.

## 12. Mobile phones and other electronic 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 must 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 should be safely stored and in silent mode whilst children are present.

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 will face disciplinary action. Staff must report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Safeguarding Child Protection and the Managing Allegations Against Staff and Volunteers Procedure

Staff may use their professional judgement in emergency situations.

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

Posters are used around the school to indicate that it's 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 school strongly advises against the publication of any photographs or videos taken at the school 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 and Safeguarding Policy.

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

Staff are provided with a school device to ensure that only school devices are used to take photographs and videos. School devices must have passcode protection. Parents are requested to sign permission for their child's photo to appear on Tapestry, around school and on newsletters etc.

School devices must only be used for work related matters, for example recording and documenting a child's learning.

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.

### **13. Health and safety**

The school will promote the good health of children in the EYFS, including the promotion of good oral health.

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. Accidents and injuries will be recorded in an accident book. 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 boxes are located in the setting.

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 administering medicines.

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. Fresh drinking water is available at all times.

Smoking is not permitted on the school premises.

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

The school has a Fire Evacuation Plan in place.

### **14. Information and records**

Information is stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school'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 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

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

## 15. Parental involvement

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

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.

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 and a medical form

Parents have access to their child's learning journey on Tapestry online. They are encouraged to make observations of their child at home and comment on the observations made by staff in school.

## 16. Transition periods

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

- Parents are informed about school procedures and allocation of classes during the summer term.
- The children visit their Year 1 class in the summer term.
- 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.

## 17. Monitoring and review

This policy is reviewed **annually** by the Policyholder.

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

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.

## **18. Public Sector Equality Duty (Equality Act 2010)**

In preparing or amending this policy, the author has given due regard to the Public Sector Equality Duty; that is, they have considered any potential impact on people who share certain protected characteristics. These protected characteristics are defined as: race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.