

**St Mary Magdalene C of E Primary School**

Headteacher: Miss S Robinson

Deputy Headteacher: Mrs S Pearson



# **Early Years Foundation Stage Policy**

**March 25**

This policy will be reviewed no later than March 2026

VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES
2	17/03/25	M Price	Added version control Updated values Health and safety – environment checks Food handling training

## **Early Years Policy**

### **Vision and Values**

#### **Our Vision and Values**

In our family, we have the courage to embody Jesus' love for us. We put others' needs above our own. We act with integrity and respect. And when others fall short of our expectations, we support them to atone and extend our forgiveness. In doing this, we prepare children to live life in all its fullness: its joys and celebrations, its sorrows and struggles. The values which are most pertinent to this policy, alongside their links, are detailed below:

#### **Love**

Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this. In RE, love impels us to consider Christian perspectives on life, such as:

- putting others' needs above our own;
- acting with humility and without entitlement;
- Supporting those experiencing suffering and sadness – in our community and beyond.

***Within Early Years we empower love for learning by supporting children's interests and embedding this within all areas of the curriculum. We encourage children to show love to themselves and others embedding our value within all aspect of our learning. Working together as a community to achieve our goals.***

*"Let all that you do be done in love." (1 Corinthians 16:14)*

#### **Courage**

We are called to create an environment where both children and staff aspire to be, and give, their best. Everyone is emboldened to take risks, overcome challenges and be courageous in their efforts to achieve their potential. Leaders make bold curriculum choices that enable children to:

- gain knowledge, skills and experiences to navigate life in an evolving world; and
- develop characteristics such as self-belief, ambition, and resilience to overcome life's challenges.

***Throughout Early Years, children encounter many new experiences and opportunities; at St Mary's, we encourage and promote taking risks and celebrate alongside our children when they reach their goals.***

*"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you." (Joshua 1:9)*

## **Respect**

We seek to model to children an ethos of living well together. The flourishing of pupils goes hand in hand with the flourishing of the wider school community: staff, families, governors and friends of the school. Just as Jesus respected people by taking the time to care for them, we endeavor to:

- celebrate the Christian faith;
- foster deep respect for other cultures, faiths and traditions;
- provide an inclusive environment where special provision is afforded to those with disabilities or special educational needs; and
- challenge inequality.

*“Whatever you wish that others would do to you, do also to them.” (Matthew 7:12)*

## **Forgiveness**

Faults, flaws, and mistakes are an unavoidable part of human life. Though Jesus preached the importance of repentance, even in moments of great personal torture, he prayed for forgiveness for his tormentors. Therefore, in our family, we seek to:

- hold ourselves and others accountable for our/their actions;
- have a robust approach to dealing with situations when things go wrong;
- repent when we fall short of our own and others’ expectations; and
- forgive others for their indiscretions.

*“If your brother sins, rebuke him, and if he repents, forgive him.” (Luke 17:3)*

## **Honesty**

An honest person makes a habit of making accurate, trustworthy statements about life, self, others, and God; they represent themselves just as they are and tell others the truth about themselves. That said, the Bible tells us that honesty should always be accompanied by gentleness (Colossians 4:6). With this in mind, we strive to build kind and trusting relationships by:

- speaking and acting with integrity;
- ensuring that children have a strong voice in every aspect of school life, and acting on this; and
- working openly and compassionately with others, even when messages might be difficult to give or receive.

*“And you will know the truth, and the truth will set you free.” (John 8:32)*

## **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. Monitoring and review

## Statement of intent

At St Mary Magdalene School, 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
- Data Protection Act 2018

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

- DfE (updated October 2024) Early years foundation stage statutory framework For group and school-based providers
- DfE (2024) 'Keeping children safe in education'
- DfE (2023) 'Working together to safeguard children'
- DfE (2023) 'The prevent duty'

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

- Early Years Foundation Stage (EYFS) Assessment Policy
- Early Years Supervision Policy
- Early Years Behaviour Policy
- Early Years Special Educational Needs and Disabilities (SEND) Policy
- Early Years Teaching and Learning Policy
- Child Protection and Safeguarding Policy
- Allegations of Abuse Against Staff Policy
- Drug and Alcohol Policy
- Whole-School Food Policy
- Equal Opportunities Policy
- Administering Medication Policy
- Health and Safety Policy
- Recruitment Policy
- Data Protection Policy
- Photography 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 and Photography 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 Reception Teacher, 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.
- Children develop and learn in different ways and at different rates.

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.
- 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. There is a balance of following the schools concept curriculum/ curriculum progression maps and following the children's own interests. Objective Led Planning is used to set next steps for learning.

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. 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.

4.4. 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

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

- Literacy
  - Comprehension
  - Word reading
  - Writing
- Mathematics
  - Numbers
  - Numerical patterns
- Understanding the world
  - People, culture and communities
  - The natural world
  - Past and present
- Expressive arts and design
  - Creating with materials
  - Being imaginative and expressive

4.6. 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. 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.

4.8. 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 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.

4.9. Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activity. Foundation Stage and Key Stage 1 use the plan, do, review process where children **make plans, carry them out**, and reflect on what they have done. In doing so, children learn to take initiative, solve problems, work with others, and accomplish their goals - their play becomes more purposeful and focused

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

4.11. 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.

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

5.4. The 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 SENDCO.

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

6.1. The classroom 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. The school having also implemented an outdoor programme to use the schools larger outdoor environment to enrich the children's learning.

6.3. There are toilet facilities available to the EYFS, and there are hygienic changing facilities located in the disabled toilet in Reception.

## **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 Reception teacher 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. 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 is Miss Cave.
- 8.4. The wider safeguarding team are Mrs Pearson, Miss Robinson and Miss Wain.
- 8.5. The DSL is responsible for safeguarding children and liaising with local children's services as appropriate.
- 8.6. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL.
- 8.7. The DSL and deputy DSL will undertake child protection training as required.
- 8.8. 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, record videos and sharing capabilities including tablets and smart watches
- 9.2. Photography policies and procedures are addressed in full in our SNMAT BYOD 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 could face disciplinary action.
- 9.9. 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 and Safeguarding Policy

Use of mobile phones by parents, visitors and contractors

- 9.10. Posters are used around the school to indicate that it's a mobile free zone.
- 9.11. Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission.
- 9.12. Parents may take photographs and videos containing their own child during school events but must not upload these to social media if other children are in the photograph.
- 9.13. The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media
- 9.14. 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

- 9.15. Staff are provided with a school device to ensure that only school devices are used to take photographs and videos.
- 9.16. School devices must have passcode protection.
- 9.17. School devices must only be used for work related matters.
- 9.18. 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.
- 9.19. 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.
- 9.20. School devices must not be taken off school premises without prior written permission from the headteacher.

- 9.21. 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 station box is located in the room opposite the staff room. First Aid bags are placed at various sites around school, including outside the reception classroom.
- 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 administering medicines.
- 10.4. The Reception 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.
- 10.5. Accidents and injuries will be recorded in an accident book, located in the school office.
- 10.6. The School business Manager 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 as outlined in the school meal guidance.
- 10.9. The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.
- 10.10. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded.
- 10.11. Fresh drinking water is available at all times.
- 10.12. Smoking is not permitted on the school premises.
- 10.13. The Health and Safety Policy outlines the full health and safety policies and procedures.
- 10.14. EYFS leaders take responsibility for identifying aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

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

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

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

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 or staffroom fridge.

## **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 Reception Teacher. 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 class has one Early Years trained teacher with QTS.

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

12.8. The list of staff who hold PFA certificates can be acquired from the school office.

- 12.9. 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'.
- 12.10. The school adopts the following staffing ratios: The class has one Early years trained teacher and a Level three SEND teaching assistant.
- 12.11. Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.
- 12.12. Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

### **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

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. The school also communicates with parents through scholar pack text and email.

14.3. The headteacher's office 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. Monitoring and review**

15.1. This policy is reviewed annually by the Governing Body and the headteacher.

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

15.3. 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.

15.4. The next scheduled review date for this policy is March 2026