

St Paul's

C of E Primary School



A place to belong

EYFS Policy

Acting Headteacher: Charlotte Hughes

Member of Staff Responsible: Charlotte Hughes

Reviewing Committee: FGB

Effective Date of Use: 21/10/26

Term of Next Review: Autumn 2027

Statutory Policy

St Paul's C of E Primary School

A Place to Belong

Our Christian Vision

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

Our Core Values

All that we do is underpinned by the core Christian values of *Family (Koinonia)*, *Compassion*, *Perseverance* and *Forgiveness*

“Though we are many, we form one body,
all joined together as members of the
whole. We each have different gifts,
according to the grace given to each of us.
We must use them wisely.”

Romans 12:5-8

Early Years Policy

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○ **Statement of Intent**

Early Years Leader – Christie Clarke

At St Paul's C of E Primary School, we greatly value the importance of the Early Years foundation stage (EYFS) in providing a secure foundation for future learning and development. It is in the Early Years that children develop the key skills for the rest of their lives. At St Paul's C of E Primary School, we strive to ensure our school is a family where everyone feels safe, happy and valued and all are supported to reach their full potential.

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.

"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.

The EYFS seeks to provide:

- **Quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through planning for the learning and development of each individual child, and assessing reviewing what they have learned regularly.
- **Partnership working** between practitioners and with parents and/or carers.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

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
 - Data Protection Act 2018 / UK GDPR
 - DfE Statutory Framework for the Early Years Foundation Stage (2026)
- 1.2. This policy has due regard to statutory guidance, including, but not limited to, the following:
 - DfE Statutory Framework for the Early Years Foundation Stage (2026)
 - DfE (2026) 'Keeping children safe in education'
 - DfE (2026) 'Working together to safeguard children'
 - DfE (2023) 'The prevent duty Guidance'
- 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
 - Intimate Care Policy
 - Child Protection and Safeguarding Policy
 - Drug and Alcohol Policy
 - Equal Opportunities Policy
 - Administering Medication Policy
 - Health and Safety Policy
 - Recruitment Policy
 - Data Protection Policy

2. Roles and responsibilities

- 2.1. The governing body has the overall responsibility for the implementation of this policy.
- 2.2. 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.
- 2.3. The governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 2.4. The EYFS lead, has responsibility for the day-to-day implementation and management of this policy.
- 2.5. Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.

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3. Aims

Through the implementation of this policy, St Paul's C of E Primary School aims 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 to become independent, self-motivated and entrepreneurial learners, encouraging the children to adapt their work, think critically and take risks with their learning.
- Support children to be prepared for 21st Century life by ensuring that all children are empathetic towards others, resilient, ambitious and able to succeed in whatever they set out to achieve.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Give children the opportunity to develop cultural capital through rich learning experiences and school trips.
- Develop children's spiritual, moral, cultural and social skills through learning.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

St Paul's C of E Primary School adheres to the four guiding principles which shape practice within EYFS settings:

- 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 the individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates.

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. St Paul's C of E Primary School offers an EYFS curriculum based on an observation of children's needs, interests and stages of development.
- 4.2. We believe that children learn best from experiences that interest and inspire them. Using children's interests, as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help make sense of the world.
- 4.3. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

4.4. 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.

4.5. 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

4.6. The ‘specific’ areas of learning and development are:

- Literacy
 - Comprehension
 - Word Reading
 - Writing
- Mathematics
 - Number
 - 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

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

4.8. Projects based on Cornerstones Education are used to develop and challenge learning.

4.9. Inspire children through the use of Cornerstones Education Projects which create an imaginative and immersive curriculum as well as inspire children to question the world around them. Ensuring that the children are enthusiastic to learn, and fosters the children’s imagination and curiosity.

4.10. The EYFS lead and class teacher 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.

- 4.11. Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activity.
- 4.12. Opportunities within the learning environment will be carefully planned so that adults can take an active role in child-initiated play, through observing, modelling, facilitating and extending their play.
- 4.13. The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.
- 4.14. Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:
 - Playing and exploring (engagement) - children investigate and experience things, and 'have a go'.
 - Active learning (motivation) – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
 - Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

5. Inclusion

- 4.15. St Paul's C of E Primary School values all their children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.
- 4.16. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.
- 4.17. The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.
- 4.18. The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible.
- 4.19. SEND in the EYFS setting will be monitored and managed by the school's special educational needs coordinator (SENCO).

5. The learning environment and outdoor spaces

- 5.1. Children must have access to a rich learning environment where opportunities and conditions allow them to flourish in all aspects of their development.
- 5.2. The learning environment should provide balance across the areas of learning. Integral to this is an ethos is:
 - respect each child as an individual
 - values children's efforts, interests and purposes as instrumental to successful learning.
- 5.3. The classroom including the outdoor area is organised in such a way that children can explore and learn in a safe environment. All children are able to access the resources independently and confidently.

- 5.4. Within the classroom environment, we provide opportunities within each of the different areas of learning that extend the skills learnt through adult guided learning.
- 5.5. Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as extreme weather, would make outdoor activity inappropriate and unsafe.
- 5.6. There are two toilet facilities available to the EYFS, and there are hygienic changing facilities located in the toilets.

6. Assessment

- 6.1. 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.
- 6.2. Practitioners' assessments are primarily based on observing a child's daily activities and events. In particular, practitioners should note the learning that a child demonstrates spontaneously, independently and consistently in a range of contexts.
- 6.3. Observational assessment doesn't need prolonged breaks from interaction with children, or excessive written recording. It is likely to be interwoven with high quality interactions or conversations in words or sign language with children about their activities and current interests.
- 6.4. Practitioners should keep paperwork to the minimum needed to illustrate, support and recall their knowledge of the child's attainment. There is no requirement that evidence should be formally recorded.
- 6.5. Parents will be kept up-to-date with their child's progress and development through Tapestry, an online journal system. The EYFS lead and class teacher will address any learning and development need through partnership with parents.
- 6.6. St Paul's C of E Primary School implements formative assessments 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.
- 6.7. Reasonable adjustments will be made to the assessment process for children with SEND, as appropriate.
- 6.8. St Paul's C of E Primary School's assessment procedures are set out in full in the Assessment Policy.

7. Safeguarding and welfare

- 7.1. St Paul's C of E Primary School takes all necessary steps to keep the children in our care safe and well.

- 7.2. Designated Safeguarding Lead (DSL) training must be formally renewed every 2 years with annual updates/refreshes for all staff .
- 7.3. 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.
- 7.4. Safeguarding Training for Early Years Practitioners Within the EYFS setting all safeguarding training is tailored to meet the needs of staff working with children aged 0–5.
- 7.5. The training is designed to be age-appropriate, practical, and aligned with statutory guidance, ensuring that all practitioners are confident and competent in their safeguarding responsibilities. Refer to paragraphs 3.30 to 3.32 and Annex C in EYFS statutory framework.
- 7.6. The training covers the following core areas:
 - 7.6.1. Understanding safeguarding: What safeguarding means and why it is essential in early years settings.
 - 7.6.2. Recognising abuse, harm, and neglect: The main categories and the factors or situations that may lead to them.
 - 7.6.3. Preventative practice: How to work in ways that safeguard children from abuse, harm, and neglect.
 - 7.6.4. Early identification: How to recognise signs of possible abuse, harm, or neglect, including: – Significant changes in behaviour or well-being – Unexplained injuries or marks – Concerning comments or behaviours from children – Inappropriate behaviour by staff or others (e.g. sexualised comments, excessive one-to-one attention, or inappropriate image sharing) – Indicators of abuse outside the setting, including domestic abuse, coercive control, or risk of female genital mutilation (FGM)
 - 7.6.5. Responding to concerns: How to respond, record, and refer to safeguarding concerns or allegations in a timely and appropriate way.
 - 7.6.6. Policy and procedure: Understanding and applying the setting's safeguarding policies and procedures.
 - 7.6.7. Legal and professional frameworks: Awareness of relevant legislation, national policies, codes of conduct, and professional responsibilities.
 - 7.6.8. Roles and responsibilities: Clarity on the safeguarding roles of all practitioners and other professionals.
- 7.6. In addition, training for the Designated Safeguarding Lead (DSL) includes all the above and covers:

Developing and implementing safeguarding policies and procedures.

Supporting and working with other practitioners to safeguard children effectively.

7.7 Staff are trained on the school's Whistleblowing Policy and feel empowered to raise concerns regarding poor or unsafe safeguarding practice without fear of detriment

8. Health and safety

- 8.1. At least one person who has a current paediatric first aid certificate will be in the classroom at all times.
- 8.2. A first-aid box is located in the Reception classroom.
- 8.3. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered in line with our Administering Medication Policy.
- 8.4. The school's Administering Medication Policy outlines the procedures for administering medicines.
- 8.5. The class teacher and 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.
- 8.6. Accidents and injuries will be recorded in an accident book, located in the First Aid box and recorded on Yorsafety if appropriate.
- 8.7. 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.
- 8.8. The school has a Fire Evacuation Plan in place.
- 8.9. Any food or drink provided to children is healthy, balanced and nutritious.
- 8.10. The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.
- 8.11. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded.
- 8.12. Fresh drinking water is available at all times.
- 8.13. Smoking is not permitted on the school premises.
- 8.14. Screen-based activities are strictly limited, purposefully planned, and supervised to support active, hands-on learning.
- 8.15. The Health and Safety Policy outlines St Paul's C of E Primary School full health and safety policies and procedures.

9. Safer Eating

- 9.1 There is always a member of staff in the room with a valid paediatric first aid certificate.

9.2 Any information about special dietary requirements, preferences, food allergies and intolerances that the child has is shared with all staff involved in the preparing and handling of food.

9.3 Children are within sight and hearing of a member of staff whilst eating.

9.4 When a child experiences a choking incident that requires intervention, providers should record details of where and how the child choked and ensure parents/carers are made aware. All choking incidents (whether or not medical intervention was required) are recorded, communicated immediately to parents/carers, and reviewed periodically by leadership to identify hazard trends or dietary adjustments needed

10 Safer Sleep

To ensure that any pupil who falls asleep during the school day is supported safely and in accordance with good safeguarding and welfare practice.

<https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/safer-sleep>

1. Safe Sleep Environment
 - The sleep area must be clean, well-ventilated, and maintained at a comfortable temperature.
 - Sleeping pupils must be observed regularly by a member of staff.
 - The area must remain accessible to staff at all times.
2. Positioning
 - Where appropriate, pupils should be encouraged to rest on their back.
 - Pillows, loose bedding, soft toys, beanbags, or items that may present a suffocation risk should not be used unless medically required.
3. Supervision
 - Staff must maintain appropriate supervision and carry out regular wellbeing checks.
 - Sleeping pupils must never be left unsupervised.
4. Medical Needs
 - Individual healthcare plans must be followed where applicable.
 - Any concerns regarding breathing, responsiveness, or wellbeing must be reported immediately and emergency procedures followed.
 - Parents will be contacted if a child falls asleep in class.

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 the 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.

11.5 Smoking/vaping is not allowed in or on the premises.

10. Staffing

- 10.1. St Paul's C of E Primary School has a robust Safer Recruitment Policy in place, which aims to ensure that members of staff employed in the EYFS are suitable.
- 10.2. Enhanced DBS and Children's Barred List checks is completed and received prior to any staff member, volunteer, or student beginning work, regardless of whether they are supervised.
- 10.3. 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.
- 10.4. Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.
- 10.5. 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.
- 10.6. At least one member of staff working within the EYFS will hold a PFA certificate, other members of staff in school will also have PFA training.
- 10.7. St Paul's C of E Primary School will organise PFA training to be renewed every three years.
- 10.8. The list of staff who hold PFA certificates can be found in the school office.
- 10.9. St Paul's C of E Primary 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'.
- 10.10. Parents will be informed about staffing arrangements, and, when relevant and practical, will be involved in staffing arrangement decisions.
- 10.11. The teacher is the key person whose role it is to help ensure that every child's care is tailored to meet their individual needs.

11. Information and records

- 11.1. St Paul's C of E Primary School stores and shares information in line with the Data Protection Act 1998, and with regard to the school's Data Protection Policy.
- 11.2. 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. A minimum of two emergency contact numbers is required for every child on roll.
- The school maintains a strict Absence Follow-Up procedure. Staff will actively follow up on any prolonged or unexplained absences on the day of occurrence.

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

11.3. The following information is made available to parents:

- 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
- Staffing details

11.4. St Paul's C of E Primary School will notify Ofsted 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

12. Parental involvement

12.1. At St Paul's C of E Primary School we firmly believe that the EYFS cannot function without the enduring support of parents.

12.2. 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.

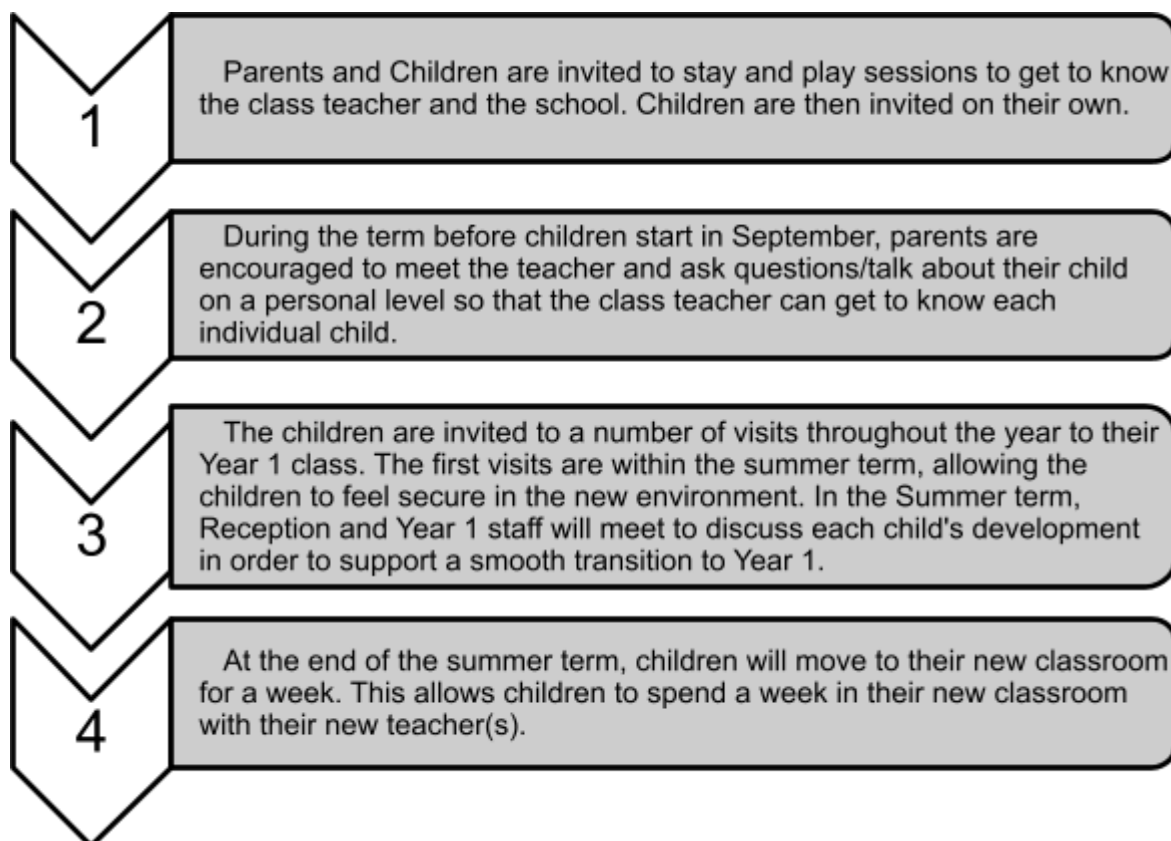
12.3. The headteacher's office or meeting room will be utilised for confidential discussions between staff and parents.

12.4. 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.

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.

13. Transition periods

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



14. Monitoring and review

14.1. This policy is reviewed annually by the governing body and the headteacher.

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

14.3. 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.

Review Date	Reason for Change