

EARLY YEARS FOUNDATION STAGE POLICY

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1. Aims

This policy aims to ensure:

- Children access a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- A close working partnership between staff and parents/carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- All children are kept safe, including online, and staff are clear on their safeguarding responsibilities.

2. Legislation

This policy is based on the requirements of the **Early Years Foundation Stage (EYFS) Statutory Framework for Group and School-Based Providers effective from 1 September 2026**, the statutory guidance *Keeping Children Safe in Education (KCSIE)*, the Childcare Act 2006 and all other relevant safeguarding and welfare legislation. The school is committed to meeting all statutory requirements relating to children's learning, development, safeguarding, welfare, health and safety.

3. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected.

The prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

3.1 Planning

Staff plan activities and experiences that enable children to develop and learn effectively, starting with a theme and adapting weekly based on children's needs and interests.

3.2 Teaching

Learning and development is delivered through a mix of adult-led and child-initiated activities, with staff responding to each child's emerging needs and interests.

4. Assessment

At Perran-ar-Worthal School, ongoing assessment is integral to learning and development. Staff observe children to identify achievement, interests and learning styles, using these to shape future planning. Parents' observations are also considered.

- Within the first 6 weeks of Reception, staff administer the Reception Baseline Assessment (RBA).
- At the end of EYFS, staff complete the EYFS profile, assessing against the 17 early learning goals. This is shared with parents and submitted to the local authority as required.
- Assessment is moderated internally and with local schools.

5. Working with Parents and Carers

We value parents as children's first educators and support them by:

- Inviting all parents to a welcome meeting before their child starts school.
- Sending an EYFS Class booklet with relevant information.
- Establishing links with local pre-schools and arranging transition visits.
- Offering additional meetings and transition sessions if required.
- Regular communication through Tapestry and Class Dojo.
- Encouraging ongoing dialogue and providing opportunities for parents to view and download their child's learning journey.
- Organising collaborative activities throughout the year.

6. Safeguarding and Welfare Procedures

We recognise that children learn best when healthy, safe, and secure, with their individual needs met and positive relationships with adults.

In line with the EYFS 2026 framework, we commit to:

6.1 Safeguarding Responsibilities

- All staff are responsible for safeguarding children and are trained to recognise and respond to concerns, including those arising online.
- We follow our Safeguarding and Child Protection Policy, which is reviewed annually and whenever statutory guidance is updated.

6.2 Safer Recruitment and Staff Suitability

- We carry out enhanced DBS checks and thorough vetting for all staff and volunteers.
- We require ongoing staff suitability checks, not just at recruitment, including annual declarations and prompt action if concerns arise.
- Staff are trained in the school's Code of Conduct, including the use of personal devices and social media.

6.3 Online Safety

- Staff receive regular training on online safety risks and supporting children's safe use of technology.
- In line with the EYFS Statutory Framework 2026, the school has regard to children's use of screens and digital technology. Technology is used purposefully to support learning and development, and staff ensure that screen use is age-appropriate, balanced and does not replace opportunities for active play, exploration, communication and social interaction. [\[gov.uk\]](https://www.gov.uk)
- The use of mobile phones, cameras and personal devices by staff is restricted and monitored in accordance with school policy.

6.4 Training and Supervision

- All staff receive regular safeguarding training and updates, including recognising new and emerging risks.
- Safeguarding is discussed in staff supervision sessions.
- Training records are maintained to ensure compliance.

6.5 Record Keeping and Information Sharing

- All safeguarding concerns are recorded securely and shared with relevant agencies (e.g. LADO) in line with statutory guidance.
- Records are held securely and confidentially and only shared with those who need to know.

6.6 Policies and Procedures

- Our safeguarding and welfare policies are updated in line with the latest EYFS requirements, including:
 - Whistleblowing
 - Managing allegations against staff
 - Safer recruitment
 - Mobile phone and camera use

6.7 Child Wellbeing

We promote children's physical and emotional wellbeing through healthy lifestyles, positive relationships and secure attachments. We support children's oral health, healthy eating, physical activity and emotional resilience. Where concerns arise about a child's welfare, development or wellbeing, we work in partnership with parents, carers and external agencies to provide appropriate support.

6.8 Rest, Relaxation and Safer Sleep

Although children in Reception do not normally sleep during the school day, the school recognises its responsibility to promote children's safety, health and wellbeing at all times.

In line with the EYFS Statutory Framework 2026, staff are aware of current safer sleep guidance and consider children's wellbeing during periods of rest, relaxation or when individual circumstances require a child to sleep or rest during the school day. [\[gov.uk\]](https://www.gov.uk)

Opportunities for rest and relaxation may include:

- Quiet reading or story sessions
- Time in a calm or wellbeing area of the classroom
- Relaxation and mindfulness activities
- Sitting in a comfortable space following physical activity or emotional upset
- Short periods of supervised rest for children who are unwell, tired or overwhelmed

Any child who becomes unwell, overtired or requires rest will be appropriately supervised by staff, and parents/carers will be informed where necessary. Suitable arrangements will be made on an individual basis, taking account of the child's age, needs and welfare. Where a child requires a prolonged period of rest, staff will consult with parents/carers and follow any relevant medical or care plans. [\[gov.uk\]](https://www.gov.uk)

Staff maintain a safe environment and follow school procedures to ensure that children's welfare remains paramount throughout the day. [\[gov.uk\]](https://www.gov.uk)

6.9 Eating and Mealtimes

At Perran-ar-Worthal School, we recognise that mealtimes are an integral part of our safeguarding responsibilities in the Early Years Foundation Stage. We are committed to ensuring all children eat safely and have their dietary needs met.

Allergy and Dietary Needs Management

- All children's medical and dietary information is collected on admission and reviewed at least termly.
- A central allergy and dietary needs register is maintained and shared with all relevant staff, including supply and kitchen staff.
- Staff are trained to recognise allergic reactions and know how to respond, following children's individual care plans.

Supervision and Safety

- Children in the EYFS are closely supervised during all mealtimes and snack times.
- Staff-to-pupil ratios are maintained to ensure immediate intervention can take place if a child experiences difficulty eating, including choking.

All staff working with EYFS children are trained in paediatric first aid. The school follows current guidance on safer eating practices and takes reasonable steps to reduce the risk of choking. Staff supervise children appropriately during meals and snacks and are trained to respond to choking incidents and medical emergencies.

Healthy Eating Promotion

- We provide a balanced range of snacks and meals in line with the School Food Standards.
- Children are supported to make healthy choices through planned activities and positive role modelling.

Recording and Reporting Concerns

- Any concerns about a child's eating, including persistent hunger, food refusal, or signs of neglect, are recorded promptly using the school's safeguarding concern procedures.
- Concerns are shared with the Designated Safeguarding Lead without delay and followed up according to the safeguarding policy.

6.10 Animals on Site

In accordance with the EYFS Statutory Framework 2026, childcare will not be provided on premises where a prohibited or banned dog breed is present. Any visiting animals are subject to appropriate risk assessments, supervision and hygiene procedures to ensure children's safety and wellbeing.

7. Monitoring and Review

- EYFS teachers are responsible for implementing this policy.
- The headteacher regularly observes practice.
- The EYFS governor also observes provision and practice.
- Governors review this policy annually or sooner where changes to legislation, statutory guidance or local safeguarding procedures require amendments.