

Horizons Specialist Academy Trust

Early Years Foundation Stage (EYFS) Policy

Policy Reviewed and Adopted by the Standards Committee: 12 March 2025

Date of Next Review: Spring 2026

Responsible Officer: Principal, The Woodlands Academy

This policy has been updated using a template (reviewed 25/07/2023) provided by The Key and approved by Forces Solicitors.

The term 'school' is used as standard to mean the educational establishment that is adopting this policy. Currently, only The Woodlands Academy have an EYFS provision.

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1. Aims

‘Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow.’

Early Years Foundation Stage Profile – DFE, 2012

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad 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 and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

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

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2023) ‘Early years foundation stage statutory framework’
- DfE (2023) ‘Early years foundation stage profile: 2024 handbook’

- DfE (2024) 'Keeping children safe in education (KCSIE) 2024'
- DfE (2024) 'Working Together to Safeguard Children 2024'
- Online safety Bill 2023

This document operates in conjunction with the following policies:

- Early Years Assessment Policy
- Early Years Teaching and Learning Policy
- Child Protection and Safeguarding Policy
- Photography and Images Policy
- Allegations of Abuse Against Staff Policy
- Complaints Procedures Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Administering Medication Policy
- Whole-school Food Policy
- Health and Safety Policy
- Fire Safety Policy
- Safer Recruitment Policy
- Data Protection Policy

This document also complies with our funding agreement and articles of association.

3. Roles and Responsibilities

The Board of Trustees will be responsible for:

- Ensuring the school, in this instance The Woodlands Academy, 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 'Early years foundation stage (EYFS) statutory framework' in line with statutory requirements.

The Principal will be responsible for:

- Acting in accordance with the 'Principals' 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 and targets, and are aware of relevant early years policies, practices and procedures.

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 'Early years foundation stage (EYFS) statutory framework'.
- 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 into account their Special Educational Needs.
- 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 Principal.
- Developing and maintaining effective relationships with parents, colleagues, the Board of Trustees 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.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.
- Providing regular 1:1 meetings with staff to support professional development.
- Assigning a key person to support the needs of each child and family.
- Ensuring the implementation and monitoring of digital safety practices and ensuring all staff understand online safety protocols.

The key person will be responsible for:

- Ensuring that the children they support receive learning tailored to their individual needs.
- Helping children become familiar with the setting.
- Building a relationship with parents.
- Helping families with more specialist support, where required.
- Helping children become familiar with the school and acting as a point of contact for children and their parents.

All teaching staff 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 'Early years foundation stage (EYFS) statutory framework' 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.

- Ensuring that children learn sustainable practices such as recycling and conservation in every day routines.

4. Structure of the EYFS

At The Woodlands Academy pupils are placed in classes which are appropriate to their communication and learning needs. The Woodlands Academy admit pupils from the age of three beginning with a part-time placement during transition from home or another Early Years setting. Full-time placement starts in the child's Reception Year.

A Key worker is allocated to all pupils in the early years. The Key Worker contributes to the pupil's progress files as well as the teacher or instructor and specialist team of Teaching Assistants.

Staff work closely with parents/carers and outside agencies to provide the correct provision and support, ensuring parents' views and wishes and the needs of the pupil are paramount to the process. The Woodlands Academy's EYFS setting promotes sustainable practices through outdoor learning activities and resource reuse projects. Age-appropriate digital tools, such as interactive whiteboards and educational apps, are integrated to enhance children's learning experiences.

5. Learning and Development

In partnership with parents, the school will promote the learning and development of children to ensure they learn and develop well, are kept healthy and safe and have the knowledge and skills they need to start school.

Children will have access to specialist areas and equipment in school including Sensory Rooms; light and dark, Rebound Therapy, sensory cooking, swimming, and trips out in the Community. Activities are tailored to the individual needs of each child, respecting the diverse abilities, cultures, and backgrounds of our learners. Specialist provisions, such as sensory rooms and communication tools, ensure children with SEND or complex needs can thrive.

6. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

We believe in the balance between adult-led and child-initiated activity. We recognise that our children's development and progress will differ from those in a mainstream setting but we actively celebrate each step they achieve and use these achievements to plan their future development. Our EYFS children are taught in our semi-formal class alongside some KS1 children who have similar speech, language and communication needs. Continuous Provision is provided in certain areas of the classroom however due to the communication needs of the children it is important that specific

adult led activities such as PECs, Intensive Interaction sessions are delivered throughout the day. Our curriculum prioritises the development of digital literacy, encouraging children to safely explore technology under guided supervision. Sustainability is interwoven into daily learning, such as gardening projects and recycling activities. These hands-on experiences inspire curiosity and responsibility.

6.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Structured activities provide the basis for development and learning of personal skills such as learning to sit with a group of peers, turn taking, sharing, and interacting with others. They also help develop the ability to concentrate and attend for longer periods over time, building connections and developing reasoning, problem solving and thinking skills. Through play, our children explore and develop learning experiences, which help them make sense of the world. They have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually. We look at, and record the ways in which children are learning in order to make better judgements about their dominant learning style and to provide better insight and information to parents/carers and to teachers and staff.

Pupils in the Early Years classes are offered a wide range of resources and play experiences that offer challenge and invite exploration and investigation. Staff in the Early Years offer support and encouragement, using verbal and/or physical prompts when necessary, to allow pupils to gain confidence and knowledge as they encounter their learning journeys.

6.2 Teaching & Learning

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development." EYFS Practice Guidance.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

The Specific Areas of Learning:

- 'My World' – Geography / History/ RE/PSHE/Science/DT
- 'My Creativity'- Art/Music/Sensory cooking/Working with others
- 'My Communication'- English / SaLT /Fine motor & Gross motor/ Free play
- 'Myself & My Body'- Science/ PSHE/PE/Sensory cooking/ Fine motor & Gross motor/ Handwriting
- 'My Thinking & Problem Solving' – Maths/PSHE/Learning in the community/Social games
- 'My Play & Leisure' – Horse riding/Swimming/Learning in the Community/Structured Play/ Heuristic Play/ Free play

The Nursery and Reception children have access to outdoor space and the learning environment outside has been designed to form specific zones and is set up to support and extend children's learning in all areas of the curriculum.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

7. Assessment

Pupils are observed continually throughout all aspects of their daily routines and written or

photographic records are kept of a child's attention, interactions, and engagements with things they encounter. Over time, these records show how a child is progressing through their individual targets and EYFS Profile statements, recording their growth in confidence and development of skills and abilities. These records are kept in Personal Learning Journey documents and assessment folders and can be seen by a parent/carer at any time on request. These are confidential documents and are not available to other parents/carers, but may be shared with other professional agencies involved with a child.

Children in EYFS are also assessed using Mapping Assessment Personal Progress (MAPP) which allows us to assess small steps of progress. Targets are taken from the child's EHCP milestone and broken down further to allow for meaningful achievable targets. Social Communication Emotional Regulation Transactional Support (SCERTS) is also used as it is across the school. SCERTS is an assessment approach which is a comprehensive, multi-disciplinary approach to enhancing communication and social emotional abilities of individuals with ASC and related disabilities. SCERTS also acknowledges that most learning during childhood takes place "...in the social context of daily activities and experiences" - therefore every day, natural routines are used. A Foundation Stage Profile is also completed for Government Education Data.

All pupils at The Woodlands Academy have an Educational Health Care Plan. Parents and any necessary agencies are invited to an Annual Review to review the child's plan and progress. An annual report is issued which reviews outcomes from the previous year and outlines SMART targets for the following year.

Parents' Evenings and Open Evenings are informal meetings in order for Parents, Carers, Teachers and other staff to meet and discuss the children's achievements and the next steps in their school journey. During these meetings parents / carers have the opportunity to look at their Child's Learning Journal and evidence of learning recorded on Tapestry.

At The Woodlands Academy, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Assessments are designed to celebrate each child's unique achievements. Tools like 'Onwards and Upwards', the engagement model and SCERTS ensure ongoing monitoring. Parents are actively involved, providing valuable insights through meetings and progress reviews

8. The learning environment

The Woodlands Academy recognises that the physical and emotional environment play an important role in supporting, enabling, and extending pupils' learning and development.

The Woodlands Academy will provide a safe and stimulating environment that values active learning, exploration, and play, where children feel free to create, make links and develop critical thinking skills.

Early years practitioners will ensure that learning environments are well-organised and suitable for group, individual and whole class learning, with interactive displays and easily accessible resources utilised to encourage independence.

At all times, children will have access to indoor and outdoor learning environments. Staff will plan provision to ensure that there are a range of learning opportunities available, and that the learning opportunities available in the outdoor environment build on and develop those inside.

Independent learning will be encouraged through planned continuous provision where children can make their own selection from a variety of resourced areas, including but not limited to:

- **Water/sand**
- **Creative area (art/craft)**
- **Small world**
- **Reading and mark making area**
- **Home corner/role play**
- **Sensory development**

Staff will support children to navigate and access the learning environment, intervening and interacting where necessary to ensure that all learning opportunities and teaching moments are captured and capitalised upon.

Appropriate and stimulating educational visits and visitors, from both within and outside of the local community, will be arranged to further expand children's learning experiences.

The EYFS setting features carefully designed indoor and outdoor environments that foster creativity, critical thinking, and collaboration. Adhering to current health and safety guidelines, the environment supports safe exploration. Outdoor learning includes nature walks and sensory play, enriching children's experiences.

9. Working with parents

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

At The Woodlands Academy we recognise the role of parents and carers as the primary educators of their children. We, therefore, make every effort to ensure we work alongside parents and carers and keep them informed throughout every stage of their child's education.

Information about each child's day is recorded on Dojo and sent home on a daily basis. Parents/carers may also record messages to staff to inform them of anything that they feel important to share with staff, e.g. the child hasn't slept well or eaten any breakfast.

Where a child is attending two settings in an Early Years environment, everything possible will be done to create a consistent approach to a child's care and individual targets.

Parents are partners in their child's educational journey. Regular workshops and communication tools, such as Dojo, ensure transparency and collaboration. Family Hubs provide additional support, connecting families to community resources.

10. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged under 2, we have at least 1 member of staff for every 3 children
- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over: We comply with infant class size legislation and have at least 1 teacher per 30 pupils

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by following the NHS tooth brushing program Public Health England guidance on supervised toothbrushing to make sure that it is evidence-based and safe. In addition we also follow the healthy schools silver program

Our safeguarding practices ensure children's safety in both physical and digital spaces. Oral health promotion includes supervised toothbrushing programs and parent education.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection policy.

11. Staffing

Suitable people

The school will:

- Ensure that people looking after children are suitable, have the relevant qualifications, training and have passed any required checks to fulfil their roles. This also applies to any person who may have regular contact with children.
- Take appropriate steps to verify qualifications, including in cases where physical evidence cannot be produced.
- Obtain 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.
- Tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children.
- Not allow people, whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children.
- Record information about staff qualifications and the identity checks and vetting processes that have been completed – this must include the criminal records check reference number, the date a check was obtained and the details of the person who obtained it.
- 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.
- Ensure that no disqualified person is employed to work in connection with early years provision.
- Take appropriate action to ensure the safety of children if they become aware of any information about staff that may lead to their disqualification.
- Notify Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children in their setting and provide specific details of any order made.
- All staff receive CPD on safeguarding, digital safety, and environmental education, ensuring readiness to address emerging challenges.

Staff taking medication or other substances

The school will:

- Ensure that staff members are not under the influence of alcohol or any other substance which may affect their ability to care for children.
- Ensure that staff taking medication that may affect their ability to care for children seek medical advice.
- Ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly.
- Always keep medication on the premises securely stored, and out of reach of children.
- Implement a zero-tolerance approach to drugs and alcohol misuse
- Any medication used by staff will be securely stored **in the staff room**

Smoking and vaping

The school will:

- Not allow smoking in or on the premises when children are present, or about to be present.
- Not allow staff to vape or use e-cigarettes in or on the premises when children are present, or about to be present

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.
- All staff are trained to:
 - Identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.
 - Understand the school's safeguarding policy and procedures.
 - Ensure they have up to date knowledge of safeguarding issues.
- The lead practitioner attends a child protection course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect.
- 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.
- PFA training is renewed every three years and is relevant for people caring for young children.
- All staff who have obtained a level 2 and/or level 3 qualification since 30 June 2016 obtain a PFA qualification within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3.
- It displays, or makes available to parents, staff PFA certificates or a list of staff who have a current PFA certificate.

- 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 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 all classroom **on “first aider posters”**
- Staff have sufficient understanding and use of English to ensure the wellbeing of children in their care.

All members of staff who have contact with children and families will be supervised by the EYFS lead. 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. 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.
- We emphasise health through structured programs on hygiene, nutrition, and exercise. Our partnership with health services ensures robust preventative care.

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
- 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.
- Inform Ofsted if two or more pupils are affected by food poisoning within 14 days of the incident – note, failure to do constitutes an offence.
- Ensure the risk of choking is reduced by adhering to the guidance provided the Government which can be found at <https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/food-safety#what-it-says-in-the-eyfs-framework>

Supporting and understanding children's behavior

The school will:

- Take full responsibility for supporting, understanding, and managing children's behaviour in an appropriate way.
- Not give or threaten corporal punishment to a child.
- Not use or threaten any punishment which could adversely affect a child's wellbeing.
- Take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child – failure to meet the above requirement constitutes an offence.
- Keep a record of any occasion where physical intervention is used and inform parents on the same day, or as soon as is reasonably practicable.

Note: Physical intervention is defined in the EYFS framework as practitioners using reasonable force to prevent children from injuring themselves or others or damaging property.

Safety and suitability of premises, environment and equipment

Accident or injury

The school will:

- Ensure that there is a first aid box containing appropriate items for use with children which is always accessible. This will be kept in **the First Aid Room**.
- Keep a written record of any accidents, injuries and first aid treatment. An accident book will be located in **the Main office/reception**
- 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.
- 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.

Safety of premises

The school will:

- Ensure that premises, both indoor and outdoor, are fit for purpose and suitable for the age of children cared for and the activities provided.
- Comply with health and safety legislation, including fire safety and hygiene requirements.
- Have an emergency evacuation procedure.
- Take reasonable steps to ensure the safety of children and others on the premises in the event of emergency.

- Have appropriate fire detection and control equipment which is in working order, such as fire alarms, smoke detectors, fire blankets and fire extinguishers.
- Ensure that fire exits are clearly identifiable and that fire doors are free from obstruction and easily opened from the inside.

Premises and equipment

The school will:

- Ensure premises and equipment are organised in a way that meets the needs of children and adheres to the relevant indoor space requirements as outlined in within the EYFS statutory framework.
- Provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken daily.
- Follow their legal responsibilities under the Equality Act 2010, for example, the provisions on reasonable adjustments.
- Frequently check on sleeping children to ensure they are safe.
- Ensure there are an adequate number of toilets and hand basins available. There will be **one designated** toilet facility available to the EYFS, with separate toilet facilities for adults.
- Ensure there are suitable hygienic changing facilities available for changing any children who are in nappies. These will be located near next to the **EYFS class room**.
- Ensure there is an adequate supply of clean bedding, towels, spare clothes, and any other necessary items.
- Ensure there is an area where staff may talk to parents confidentially.
- Ensure there is an area where staff can take breaks away from areas being used by children.
- Only release children into the care of individuals who have been notified to the provider by the parent and ensure that children do not leave the premises unsupervised.
- Take all reasonable steps to prevent unauthorised persons entering the premises, with agreed procedures and protocols for checking the identity of visitors.
- Carry the appropriate insurance, e.g., public liability insurance.

Risk assessment

The school will:

- Take all reasonable steps to ensure staff and children are not exposed to risks and be able to demonstrate how they are managing risks.
- Determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice and to demonstrate how they are managing risks if asked by parents or inspectors.

Outings

The school will:

- Keep children safe on outings.
- Assess the risks or hazards which may arise and identify the steps to be taken to remove, minimise and manage them. Providers should make a judgement about whether the risk assessment needs to be in writing or not.
- Ensure that adult to child ratios are considered in any risk assessment.
- Ensure that vehicles in which children are being transported, and the driver of those vehicles, are adequately insured.

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

The school will have a Fire Safety Policy in place.

Mobile phones and devices

For the purposes of this policy, the term “**mobile phone**” refers to any electronic device that can be used to take images or record videos, including tablets.

Photography policies and procedures are addressed in full in our Photography and Images Policy.

Use of personal mobile phones by staff members

Staff members will 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. **Personal** Mobile phones will be safely stored and in silent mode whilst children are present.

Staff may take mobile phones on trips, but they will only be used in emergencies and should not be used when children are present. **Personal** Mobile phones will not be used to take images or videos at any time during trips. **School provided devices will be used to capture and document learning, please see the schools Child Protection and Safeguarding Policy and Photography and Images Policy**

Staff who do not adhere to this policy will face disciplinary action. Staff will 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 and the Allegations of Abuse Against Staff Policy.

Staff may use their professional judgement in emergency situations.

Use of mobile phones by parents, visitors and contractors

Posters will be used around the school to indicate that it is a mobile free zone.

Parents, visitors and contractors will not be 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 will 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 will be provided with a school device to ensure that only school devices are used to take photographs and videos. School devices will have passcode protection.

School devices will only be used for work related matters, e.g. recording and documenting a child's learning. School devices will only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.

Staff will not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps will be used to record observations relating to child protection concerns – these can be acquired from the DSL.

School devices will not be taken off school premises without prior written permission from the Principal. Where staff members have concerns over material on a school device, they will report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

13. Monitoring and Review

This policy will be reviewed annually by the Board of Trustees and the Principal.

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

All members of staff directly involved with the EYFS will be required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is annually or as required.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found? SharePoint> Information Sharing> Policies & Guidance
Safeguarding policy and procedures	>09. Pastoral>01. CP Policy
Procedures for responding to illness	>13. Health & Safety>07. Medical>01a. Supporting Pupils and Students at school with Medical Conditions >13. Health & Safety>07. Medical>02. HSAT First Aid Policy >13. Health & Safety>07. Medical>03. Medical Emergency Procedures

Statutory policy or procedure for the EYFS	Where can it be found? SharePoint> Information Sharing> Policies & Guidance
Administering medicines policy	>13. Health & Safety>07. Medical>01a. Supporting Pupils and Students at school with Medical Conditions
Emergency evacuation procedure	>13. Health & Safety>05. Fire>00. Fire Evacuation Procedure >13. Health & Safety>10. Emergency Response Guide>03E. LOCKDOWN-INVACUATION-EVACUATION-RUN, HIDE, TELL
Procedure for checking the identity of visitors	>09. Pastoral>01. CP Policy
Procedures for a parent failing to collect a child and for missing children	>09. Pastoral>01. CP Policy
Procedure for dealing with concerns and complaints	>01. Management>01. HSAT Complaints Procedure