



Whitechapel Primary School

Early Years Policy

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Statement of intent

At Whitechapel Primary 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.

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 (2024) 'Statutory framework for the Early Years Foundation Stage'**
- **DfE (2025) 'Keeping children safe in education'**
- **DfE (2024) 'Working together to safeguard children'**
- **DfE (2023) 'The prevent duty'**
- **Food Standards Agency (FSA) food hygiene guidance**

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

- **Assessment Policy**
- **Supervision Policy**
- **Behaviour Policy**
- **Special Educational Needs and Disabilities (SEND) Policy**
- **Teaching and Learning Policy**
- **Child Protection and Safeguarding Policy**
- **Handling allegations of Abuse Against Staff Policy**
- **Single Equalities Policy**
- **Children with additional Health Needs**
- **Equal Opportunities Policy**
- **Administering Medication Policy**
- **Health and Safety Policy**
- **Data Protection Policy**
- **Complaints Procedures Policy**
- **Staff code of conduct Policy**
- **Acceptable use of ICT Policy**
- **Early Years Food Policy**

2. Roles and responsibilities

- 2.1. The EYFS leader Mrs Howson 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 the Acceptable Use of ICT Policy.
- 2.2. The Headteacher 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 board has the overall responsibility for the implementation of this policy.
- 2.4. The governing board 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 board has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 2.6. The EYFS lead, 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.
- Implements a key person approach to develop close relationships with children.
- 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.

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. 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**
 - Building relationships
 - Managing self
 - Self-regulation

4.5. 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 imagination 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 of 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. If a child has any speech difficulties the EYFS lead is responsible to inform parents and liaises with speech and language departments. From these inventions are put in place in school to support the child.

- 4.9. Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activity.
- 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.
- 4.12. Further information regarding learning and development are set out in the school's Teaching and Learning Policy.

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 Single Equalities 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 SENCO (Miss Paul).

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.
- 6.3. There are toilet facilities available to the EYFS, and there are hygienic changing facilities located along the corridor from the Reception class containing a supply of wipes and spare clothes.

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 EYFS lead will address any learning and development needs 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. All this information is recorded on 2Evidence Me programme.
- 7.4. Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.
- 7.5. Termly pupil progress meetings are held with EYFS class teacher and the headteacher to monitor and track pupils progress.

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 Nicola Noblett.
- 8.4. The deputy DSL is Rebecca Paul.
- 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
- 8.9. Children are taught age-appropriate online safety through supervised use of technology, focusing on staying safe, asking an adult for help, and understanding acceptable behaviour when using digital devices.
- 8.10. All use of technology in the EYFS is closely supervised by staff, and children do not have unsupervised access to the internet.

- 8.11. The school follows safer recruitment procedures to ensure that all staff working in the EYFS are suitable to work with children.
- 8.12. All staff are subject to enhanced DBS checks, identity checks, right to work checks, and satisfactory references prior to employment.
- 8.13. Ongoing checks and supervision are in place to ensure continued staff suitability in line with statutory guidance.
- 8.14. All staff understand the importance of identifying and reporting low-level concerns about the conduct or behaviour of adults working with children.
- 8.15. Low-level concerns are recorded and shared with the Behaviour Lead, Headteacher and/or DSL in accordance with the school's safeguarding procedures.
- 8.16. Staff are aware that reporting concerns, even when they do not meet the threshold for formal action, helps to promote a culture of openness and safeguarding.

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 or record videos, including tablets.

Use of mobile phones by staff members

- 9.2. Staff members must not use personal mobile phones or cameras when children are present without permission by the Headteacher.
- 9.3. Staff may use mobile phones on school premises when no children are present.
- 9.4. Mobile phones should be safely stored and in silent mode whilst children are present.
- 9.5. Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when children are present. Only the school mobile phone /lpad may be used to take images or videos at any time during trips.
- 9.6. Staff who do not adhere to this policy will face disciplinary action.
- 9.7. Staff may use their professional judgement in emergency situations.
- 9.8. 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 and the Allegations of Abuse Against Staff Policy.

Use of mobile phones by parents, visitors and contractors

- 9.9. Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission.

- 9.10. Parents may take photographs and videos only containing their own child during school events.
- 9.11. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved.
- 9.12. 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

- 9.13. Staff are provided with a school device to ensure that only school devices are used to take photographs and videos. (Reception Ipad)
- 9.14. School devices must have passcode protection.
- 9.15. School devices must only be used for work related matters.
- 9.16. 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.
- 9.17. School devices must not be taken off school premises without prior written permission from the headteacher.
- 9.18. 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 box is located in the school office. There is also an additional box in the staffroom.
- 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 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.
- 10.5. Accidents and injuries will be recorded in an accident book, located in the school office.
- 10.6. 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.

10.7. The school has a Fire Evacuation Plan and Lockdown Procedure in place.

Food safety, allergies and dietary requirements

10.8 The school has clear procedures in place to manage food allergies, intolerances and special dietary requirements in accordance with the safeguarding and welfare requirements of the EYFS.

10.9 Individual allergy action plans are completed in partnership with parents and are readily accessible to all relevant staff.

10.10 Staff are trained to recognise the signs and symptoms of allergic reactions, including anaphylaxis, and understand the action to take in an emergency.

10.11 Information about children's dietary needs and allergies is recorded, shared appropriately and reviewed regularly.

10.12 A no food sharing policy is in place to minimise risks to children with allergies.

10.13 Although Natasha's Law does not apply to schools, the setting follows good practice by maintaining clear awareness of allergens and safe food handling procedures.

10.14 Any food or drink provided to children is healthy, balanced and nutritious.

10.15 The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.

10.16 Fresh drinking water is available at all times.

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

Choking and safe eating

- Children are closely supervised during all snack and mealtimes to reduce the risk of choking.
- Foods identified as presenting a higher choking risk, including grapes and sausages, are risk assessed and prepared safely, for example by cutting lengthways where appropriate.
- Staff are aware of common choking hazards and take reasonable steps to minimise risks during eating activities.
- At least one member of staff present at all times holds a current paediatric first aid certificate, which includes training in responding to choking incidents, in line with EYFS requirements.

Oral health

- The school promotes good oral health as part of supporting children's overall health, wellbeing and self-care.
- Children are encouraged to develop healthy oral hygiene habits through age-appropriate learning and daily routines.
- The school supports national oral health guidance and works in partnership with parents to reinforce positive oral health practices at home.
- Parents are signposted to relevant health information and services, including health visitors, where appropriate.

11 Staffing

11.1 A robust Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.

11.2 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.

11.3 Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

11.4 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.**

11.5 The EYFS lead is qualified in paediatric first aid

11.6 There will always be at least one member of staff on the school premises who has a current paediatric first-aid (PFA) certificate.

11.7 Any member of staff who has sole responsibility for looking after a group of EYFS children will also hold a PFA certificate.

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

11.9 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'.

11.10 Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs.

11.11 The EYFS lead will inform parents of whom their child's key person is and will explain the role of the key person when their child begins attending the school.

12 Information and records

12.1 Information is stored in line with the GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

12.2 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

12.3 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
- Information about the policies and procedures in place in the school's EYFS

13 Parental involvement

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

13.2 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.

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

13.4 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.

13.5 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.

14 Transition periods

14.1 A carefully planned 4-week transition from pre-school to starting Reception is carried out in the summer term. This enables staff and children to start building

those positive relationships. Children become familiar with their new learning environment and thus helps lead to a smooth transition.

- 14.2 The children in year in Reception have a smooth transition phase into year 1 because they remain in the same classroom with the same teachers. By the end of reception children have focus keyworker time where they talk about transition period and discuss any questions.

15 Monitoring and review

- 15.1 This policy is reviewed every two years by the EYFS Lead and 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 February 2029