DDAT
Derby Diocesan Academy Trust

Early Years Foundation Stage Policy

October 2026

Approved by Trust Board on: 23rd October 2026

To be reviewed: October 2027

Key updates include September 2026 EYFS statutory updates: safer sleep requirements, banned dog breed prohibition, screen-use guidance, enhanced recruitment and suitability checks, lower reporting threshold for harm allegations, and safer eating/weaning requirements.

This policy has been updated to reflect the changes in the Early Years Statutory Framework effective from September 2026.

Sections requiring school personalisation

Contents

1. Aims	4
2. Legislation	4
3. Principles into practice	5
4. Roles and Responsibilities	5
5. Structure of EYFS	7
6. Curriculum	9
7. ICT	9
8. Planning	11
9. Teaching	12
10. Assessment	13
11. Working with parents and carers	14
12. Transition into school	15
13. Transition to Year 1	17
14. Inclusion	18
15. Safeguarding and welfare procedures	19
16. Safer recruitment	19
17. Monitoring Child absence and Emergency contacts	20
18. Designated Safeguarding Lead	20
19. Training requirements	20
20. Children's privacy	21
21. Whistleblowing procedures	21
22. Mobile phones and devices	21
23. Health and Safety - Medicines	22
24. Health and Safety - Food	22
25. Health and Safety – Supporting and Understanding Children's behaviour	23
26. Health and Safety – Accident and Injury	23
27. Health and Safety – Safety and Suitability of premises / environment	23
28. Health and Safety – Smoking and Vaping	24
29. Health and Safety – Risk Assessment	24
30. Health and Safety - Outings	25
31. Staff taking medications or other substances	25
32. Staff qualifications, training, support and skills	25
33. Staff – child ratios	26
34. Information and records	27
35. Quality Assurance	28
36. Monitoring arrangements	28
Appendix 1 •Procedure to be followed if a child goes missing from the setting. •Procedure to be followed in the event of a parent not collecting their child	29 29 30

This policy has been prepared in accordance with the Statutory framework for the early years foundation stage that applies from September 2026. This policy should be read together with the Statutory framework.

The framework sets the standards for promoting the learning, development and safety of children from birth to five years in Ofsted registered settings and therefore covers all settings in the Derby Diocesan Academy Trust providing education for children five years and under. School leaders within our Trust champion the early years within their setting.

Early Years and Foundation Stage (EYFS) Policy 2025/2026

1. Aims

This policy aims to ensure that:

- All children access a broad and balanced curriculum that meets the requirements of the Statutory Framework.
- It gives them a strong foundation for learning and the knowledge and skills that they need to make at least good progress throughout their school and life.
- All children within our EYFS are kept healthy and safe and receive the highest quality of care.
- Our settings ensure that children receive a happy, enjoyable and motivating experience that develops their independence, confidence, social skills and resilience**.**
- All early year's providers have a clear understanding of the standards expected to ensure that children learn and develop well.
- A close working relationship between staff, parents and/or carers is developed.
- All children are included and thoroughly supported through equality of opportunity.
- Our work underpins the mission, vision and values of our Trust.

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2026 and should be read in conjunction with the statutory framework.

The EYFS Policy should be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy.
- Accessibility Policy.
- Admissions policy
- Health and Safety Policy.
- SEND Policy.
- Behaviour & Relationships (Primary Phase) Policy.
- Suspension and exclusions policy
- Administering Medications Policy.
- Complaints Policy.
- Mobile phone policy

3. Principles into practice

Four guiding principles shape practice in our early years 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 their 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.
- An acknowledgement that children develop and learn at different rates.

As part of our practice we:

- Provide a balanced curriculum based on the EYFS Framework across the prescribed seven areas of learning, using play as the basis for this learning.
- Promote equality of opportunity and anti-discrimination practice.
- Provide early identification of need and adaptive teaching/ interventions for those children who require additional support.
- Work in partnership with parents/carers.
- Work in partnership with key professionals.
- Plan stimulating and challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide a secure and safe learning environment both indoors and out.
- Provide opportunities for children to engage in activities that are both adult-initiated as well as child-initiated, supported by the adult where appropriate.
- Provide deliberate practice so that our children master and use new vocabulary.
- Have a key person approach to develop close relationships with individual children.

4. Roles and Responsibilities

The Local Trust Committee (LTC) will be responsible for:

- Ensuring the school 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 'Statutory framework for the early years foundation stage' in line with statutory requirements.

The headteacher will be responsible for:

- Acting in accordance with the 'Headteachers' 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 Early Years 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 'Statutory framework for the early years foundation stage'.
- 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 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 headteacher.
- Developing and maintaining effective relationships with parents, colleagues, the governing board and the local community.
- Ensuring parents work in partnership with the setting so that information is clearly shared between staff and parent/carers to ensure smooth transition, joined up working and there is a clear understanding 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 meetings with staff to support professional development.
- Assigning a key person to support the needs of each child and family.

The Key Person will be responsible for:

- Ensuring that the children they support receive learning tailored to their individual needs.
- Engaging with parents to find out what the child can/ is doing at home and support them in guiding their child's development at home.
- 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 'Statutory framework for the early years foundation stage' and the requirements therein.
    - The DfE's current 'Early years foundation stage profile handbook'
    - The STA's current 'Early years foundation stage assessment and reporting arrangements'.

- Using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities using the DDAT Steps to assessment framework.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.

5. Structure of the EYFS

At XXXX School our EYFS provision includes: (delete as appropriate)

- A XX place provision for two year olds
- A XX place provision for three- and four-year-olds.
- A XX place provision for Reception aged children. This consists of 1 class.

(amend as appropriate)

Our Two year Old Provision consists of 1 classroom and 1 outdoor space

Our Nursery provision consists of 1 classroom and an outdoor space

Our Reception provision consists of 1 classroom and an outdoor space

(amend as appropriate)

Admission to Two-Year Olds

XX places
Children may be admitted to the two year olds following their second birthday.
New children will be invited to attend a taster session in the term prior to admission.
Session Times – add detail

Admission to Nursery (FS1)

XX place Nursery
Children may be admitted to Nursery following their third birthday.
New children will be invited to attend a taster session in the term prior to admission.

Session Times
At XXX School each child is eligible to receive the government universal offer of up to 15 hours of 'Free Entitlement' per week.

Monday to Friday XXXX

Reception (FS2)

XX place Reception class

Session times Monday – Friday
Children are expected to arrive between XX am and XX am ready to start lessons at XX am. The end of the school day is XXXpm.

Key Person

Two – Year Olds:

- In the two-year-olds 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 role is a central priority in providing consistency for children within their care and learning. The key person approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners. The role of the key person is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents when appropriate, and working in partnership with them.
- Responsibility for planning and assessment remains the class teachers, supported closely by the two-year-old staff.

Nursery:

- In Nursery 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 role is a central priority in providing consistency for children within their care and learning. The key person approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners. The role of the key person is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents when appropriate, and working in partnership with them.
- Responsibility for planning and assessment remains the class teachers, supported closely by Nursery staff.

Reception:

- This philosophy and role of a consistent 'special person' continues throughout the school and once a child moves into Reception (FS2) their teacher takes on this role
- All staff involved with the EYFS aim to develop good relationships with all children and their families interacting positively with them and taking time to listen to them.

6. Curriculum

Our Early Years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2026.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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 from 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.

All providers are clear of the school's carefully designed curriculum and what the children must know, with a clear emphasis on communication, language and literacy and personal and social education. This is purposeful to address the vocabulary gap that many children have on entry and they often lack in social interaction. Knowledge is planned and developed over time through a progressive and specifically sequenced curriculum which underpins what will be learnt in Year 1.

7. ICT

As per the EYFS 2026 Statutory guidance update, digital Exposure and Screen Use: The setting will have regard to DfE digital exposure guidance.

Settings will therefore:

-Limit screen time to no more than one hour per day for children aged 2–5
-Take a precautionary approach, using screens only where there is a clear learning and development purpose

We recognise the amount of time some children spend using ICT. There is emerging research which points to the potentially detrimental effects of too much screen time, particularly on prime areas of development. Therefore, technology will always be supervised, developmentally appropriate, purposeful and balanced with other activities including physical activity, real –world play and communication/language development. Age-appropriate online safety discussions will begin early, making it a regular part of communication with the children.

ICT sessions will be used to give children the opportunity to use technology, equip them for the demands of the developing digital world, and prepare them for the next step in their education. When teaching ICT and utilising technology, e.g. laptops and tablets, the school will have due regard for the 'Education for a Connected World' framework and the EYFS 2026 update Digital Exposure and Screen use when shaping what children are taught. The school aims to:

- Help children work more independently.
- Enable children to develop and enhance their work.
- Encourage children to collaborate on projects.
- Give children the skills and tools to access a wide range of information, ideas and cultures and enable them to think critically about what they are accessing.
- Help children develop skills that can be used in other areas of the curriculum.
- Help children develop good control and coordination through using ICT equipment.
- Encourage children to represent their ideas, thoughts and feelings through technology.

In accordance with the DfE's 'Statutory framework for the early years foundation stage', all educational programmes offered by the setting, including ICT, will work towards the early learning goals (ELGs). This includes:

- **Communication and language**: ICT helps children to develop their self-expression confidence and skills, and allows them to speak and listen in a range of situations.

- **Physical development**: using interactive programmes, computer mice, keyboards and touch screens helps children develop their coordination, control and movement.

- **Personal, social and emotional development**: technology gives pupils access to new ways to express their emotions and interact with others.

- **Literacy**: the internet gives children to access a vast range of media and materials.

- **Mathematics**: ICT enhances children's experiences of learning mathematics and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and describing shapes, spaces and measure.

- **Understanding the world**: children will be taught to use the internet to enhance their knowledge of people, places, technology and their physical environment.

- **Expressive arts and design**: interactive games, activities and materials will be used to encourage children to share their creativity and ideas.

The EYFS lead will be responsible for ensuring all staff and parents are aware of the setting's policy on using technology and teaching ICT. The EYFS lead will hold the ICT Lead, teachers and support staff to account for their delivery and support of the ICT curriculum and offer support where needed.

The ICT Lead will be responsible for:

- Staying aware of new ICT developments and communicating these to staff, including through bespoke training where necessary.
- Attending appropriate in-service training, including safeguarding training.
- Maintaining the upkeep and use of ICT resources.
- Working with the EYFS lead to establish an annual budget to secure the procurement of the required ICT software and hardware.
- Keeping appropriate records of ICT expenditure to review costs and make suggestions for the future.
- Securing and maintaining ICT resources.
- Ensuring ICT resources are up-to-date, fit for purpose and safe for pupils to use.
- Advising staff on the correct and safe use of digital technologies.

Staff delivering the ICT curriculum will be responsible for:

- Encouraging pupils to apply their knowledge, skills and understanding of ICT in other areas of learning.
- Tailoring lesson delivery according to pupils' age and respective abilities.
- Working with the ICT technician to put reasonable adjustments in place to ensure all pupils can make use of the school's ICT equipment.
- Undertaking summative assessments to ensure the aims set out in this policy are being met.
- Keeping the EYFS lead informed about how the aims of the setting's ICT curriculum are being achieved.
- Supporting children through play and teaching to recognise how technology is used across their lives, such as in their home and school.

The Online Safety Policy will be adhered to at all times. This includes installing internet filters and antivirus software on all devices and ensuring pupils are supervised appropriately when using the internet. In the event of pupils accessing inappropriate

content online, safeguarding procedures will be followed in accordance with the Child Protection and Safeguarding Policy.

8. Planning

The EYFS at XXX School provides a safe, happy, caring and stimulating environment for children which is well organised and allows them to build upon what they already know and can do. The curriculum within the school is carefully crafted to progressively build through deliberately planned activities to sequence the knowledge being taught. 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. The balance shifts to a more equal focus on all areas of learning as children move through the early years and grow in confidence and ability within the three prime areas.

Staff also consider the individual needs, interests and stages of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. Staff always endeavour to adapt planning for the needs of the individuals.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. These include reference to the EEF Pedagogical Continuum

https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/EY_Pedagogical_Continuum_0.3.pdf?v=1674479416

and EEF info on play-based learning (adds +4 months)

https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning

Three characteristics of effective teaching and learning are:

- Playing and exploring – children investigate and experience things, and 'have a go'.
- Active learning – 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.

9. Teaching

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 and quality conversations. Staff ensure that the most important aspects of a child's development is addressed throughout these interactions. Where needed, over teaching is provided to ensure that knowledge is embedded and understood.

Our outdoor provision is organised to provide a safe and stimulating environment that values active learning, exploration and play, and one where children feel free to create, make links and develop critical thinking skills. The outdoor space is secure and offers children the ability to explore a different environment, presenting them with different challenges and experiences. Independent learning will be encouraged through planned

continuous provision where children can make their own selection from a variety of resourced areas.

All children are taught by a qualified Teacher with the support of suitably qualified Teaching Assistants. Across EYFS children may, at some points be supported by student Teachers or staff completing EYFS specific qualifications.

Within EYFS, children will encounter new experiences in order to extend their skills, develop their confidence and build on what they already know. Children will be encouraged through interaction and modelling to deepen their understanding by playing, observing, talking, planning, questioning, experimenting, respecting, reflecting and responding to adults and each other. Play will be a key factor in our daily activities. Well planned play and deepening of understanding through adult questioning will enable the children to learn within the environment and provide challenge throughout the foundation stage.

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.

A daily systematic synthetic phonic session is taught within foundation 1 and 2. The youngest children build from a focus on phase 1 phonics, listening to sounds within their environment, with a focus on speaking and listening skills, oral blending and segmenting. Rhythm and rhyme and alliteration to learning key phonemes and graphemes following the selected scheme. Children are well prepared for their phonic check at the end of Year 1. Shared reading is integral to the EYFS curriculum with core texts selected and used to enhance the curriculum and to develop the children's vocabulary as well as a love of quality texts. Children will begin to understand story structure and rich language as well as the meaning of texts. They will recognise themselves within stories, where appropriate, to further extend their understanding in all areas of learning. Children also follow the DDAT writing framework and assessment which focuses on the physical development of the children as well as mark making and grapheme letter formation. Children also learn the foundations for number, shape and time in relation to their chosen scheme of work.

10. Assessment

Ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interest and learning styles. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers. This information is used to capture and evidence each child's learning journey and inform the next steps for each child. Our staff act upon information that they gather quickly, to engage all children with the curriculum and prevent gaps from developing. These activities do not take staff away from interaction with the children or involve excessive paperwork. Staff are proactive and work with parents and carers to address any misconceptions and gaps in knowledge.

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

- Phonics is tracked termly to monitor phonics progress and ensure teaching is meeting the needs of the children, and any gaps are identified and addressed.

Termly assessments are completed using the DDAT Steps to Assessment framework and are reported on Arbor.

At the end of EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the seventeen 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/carers for their child. The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other schools within the Trust, to ensure consistent assessment judgements. There is an expectation of settings to be part of the internal process for moderation at school and Trust level to ensure practitioners are confident that assessments are accurate and robust.

EYFS profile data is submitted to the local authority.

Assessment is an essential part of transition to Year 1 and is shared with colleagues.

11. Working with parents and carers

Within DDAT we are committed to ensuring that a high-quality early years experience is in place for each child. Critical to this is ensuring that a child's social, emotional and educational needs are addressed appropriately. Children learn and develop well when there is a strong partnership between EYFS staff and parents/carers. This begins with effective transitional arrangements into the school, which is recognised as a process that is carefully planned with parents, children, and practitioners of the pre-school settings that the children of DDAT Academies attend.

At DDAT we also recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning.

We encourage parent partnership through: (**delete as needed and add alternative strategies)**

- Showing respect and understanding for the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable, and having an open-door policy
- Maintaining an on-going dialogue
- Being flexible in arrangements for settling children in
- Twice annual formal parents evening.
- Inviting parents in to share their child's Learning Journal and see a range of work
- Through the use of Tapestry/ Class DO JO/ Evidence me **(delete as appropriate and add in alternative systems),** an online learning journal/ messaging systems which parents can access at home

- Encouraging parents to make use of the home/school communication book which is looked at daily by an EYFS staff member
- A Half termly Curriculum overview to inform parents of the skills and learning we are teaching in school and the children's interests we are following.
- EYFS 'Stay and Play' sessions
- Phonics workshops
- Inviting parents into the school to share their specialised skills
- Inviting parents to accompany staff on trips.

12. Transition into the school setting

Starting in the Two Year Olds and Nursery (delete and amend as appropriate)
Parents of all children starting in the next intake of Two-Year-olds and or Nursery are invited to have a look around the school, meet their child's new teacher and other key staff and learn more about the setting.

This is an opportunity for staff to:

- Give out information packs.
- Organise home visits as appropriate. Home visits are organised according to need and on a case-by-case basis. If required a home visit will be carried out by 2 members of Nursery staff prior to the child starting in nursery.
- Explain if required, the idea of devising an individual settling-in programme to cater for individual needs.
- Children receive a XXX as a transitional object before starting their educational journey. The toy is a catalyst enabling school staff, parents and children to model, mentor and coach behaviours which maximise experiences and opportunities for learning in a gentle, inclusive and positive way. (amend as necessary)
- The early years lead will visit local pre-schools to meet the children due to join the nursery and liaises with the pre-school managers.
- The early years lead will also contact previous settings to share learning records and obtain information about children, particularly those with SEND.
- Children who are set to attend the nursery will be invited for a **one-hour** play session with their parents.
- Practitioners will support both parents and children where possible to help ease the separation anxiety that can often occur.
- For the first two weeks of the first term, the key practitioners will set aside time to spend with children in small groups.

Starting Reception: (delete and amend as appropriate)
The following process is in place to ensure children's successful transition to reception class from previous settings.

- Teaching staff and the Headteacher liaise with other providers to discuss each individual child and their transition process into our school.
- Children are invited into school for a transition week of half days in the summer term; this is a chance for staff to get to know the children and their individual needs prior to starting in September and allow the children time to explore their new environment and start to develop relationships with the staff.
- Opportunities for feeder nurseries to visit school for different events are arranged through the year, for example inviting feeder nurseries to watch the KS1 Christmas concert.

- Members of staff from XXX School make links to feeder settings. The number of meetings/visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.
- Parents are required to complete a settling-in document prior to entry. The number of meetings/visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.
- Children receive a XXX as a transitional object before starting their educational journey. The toy is a catalyst enabling school staff, parents and children to model, mentor and coach behaviours which maximise experiences and opportunities for learning in a gentle, inclusive and positive way.
- Parents are invited to a meeting to ensure they know about school procedures and to voice any concerns they may want to express. It is also a chance for staff to talk about the foundation stage and the way our school delivers the curriculum.

During the first term of reception: (delete and amend as appropriate)

- Children will undertake the Reception Baseline Assessment (RBA) within the first six weeks of entering Reception. Children will not be required to prepare for the assessment and, in most cases, children should not be aware that they are being assessed. Children with SEND or EAL will be included in the assessment. The RBA will not be used as a formative or diagnostic assessment.
- Children will do half days for the first week; after this most Reception children will attend for the full school day.
- A parents' evening will be held to provide parents with information about the curriculum and give them the opportunity to reflect on the transition process, as well as address any questions or concerns.

Parents apply for their selected school directly via the local authority.

Reception meetings will give an opportunity for both parents/carers and school to discuss mutual expectations or support that may be offered. In settings there are planned play and stay sessions. Visits to school are encouraged as this provides an opportunity for parents/carers and children to meet key members of staff and explore the EYFS learning environment and important routines.

Each child is assigned a key person within all the EYFS provision. Their role is to help the child become familiar with the setting and offers security and a settled relationship for the child. The key person helps to ensure that the child's 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 and builds a relationship with the parents. The key person also helps families to engage with more specialist support, if appropriate.

Parents/carers are regularly kept up to date with their child's progress and development using the XXXX At the end of the year the EYFS profile helps to provide parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities. Open evenings are held for parents/carers children during their time in Reception.
Parents/carers are actively encouraged to keep their child's teacher updated with the achievements their child makes at home.

13. Transition to Year 1

Transitions are carefully planned, and time given to ensure continuity of learning. At the transition point, we acknowledge the child's needs and establish partnerships with parents/carers and those involved with the child, including those from other settings, e.g. health professionals.

In the final term in Reception, the Year 1 teacher(s) will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher(s) to plan effective, responsive and appropriate curriculum that will meet the needs of all children. Our curriculum in Year 1 is carefully planned to build upon the knowledge gained in the Reception year so that the children build upon what they know, remember and can do.

The EYFS profile will be completed for each child and submitted to the LA no later than 30 June.

The EYFS profile will provide an outline of each child's progress, assessed against the ELGs and their readiness for Year 1.

For each ELG, teachers will judge whether a child is:

- Meeting the level of development expected at the end of the EYFS – expected.
- Not yet reaching this level – emerging.

During the summer term, prior to entry into Year 1, reception children will:

- Begin to join the main school on the playground during break and lunchtime, supported by a member of Reception staff.
- Begin to attend assemblies with the main school, in addition to special assemblies throughout the year.
- Have sessions with the main school, additional to extra sessions in the Year 1 classroom with their Year 1 teacher and TA.
- Begin to attend more whole-school activities.

Prior to the children entering Year 1:

- Reception teachers will complete assessments on each child and provide the reports to the Year 1 teacher.
- Learning journals, phonics assessments, examples of writing, parent consultation records and suggested pupil groupings will be passed on from the Reception teacher to the Year 1 teacher.
- Reception teachers will pass on the EYFS profile for each child, including additional information for children who have had an outcome of 'emerging' for one or more ELGs.

During the first term:

- The Year 1 timetable, in terms of provision, planning and child-led learning, will remain similar to Reception, including free choice opportunities, sand, water and malleable play, and morning and afternoon outdoor play, as far as possible.
- Children will continue to be assessed on the EYFS profile, if appropriate.
- Consideration will be given to the links between the seven areas of learning in the EYFS and the national curriculum subjects.
- The more formal teaching of Year 1 will be introduced gradually and bespoke to each cohorts needs.

14. Inclusion

The Trust is determined to meet the educational needs of all our children, to encourage independence and full participation in the life of the school. A number of children will, at

some stage of their school career, experience some degree of special educational need. Working within the guidelines of the Special Educational Needs and Disabilities (SEND) Code of Practice, it is our intention that the educational needs of all pupils are identified, and provision made to meet these as early as possible. All relevant information concerning children with special educational needs will be treated with the appropriate respect and confidentiality. We value all our children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children achieve the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child support that they need and in doing so we work closely with parents/carers and outside agencies.

Further information relating to the Trust's SEND provision, which is applicable to all educational phases can be found https://docs.google.com/document/d/1AkWVKSwOP5s0mDbWpwFH1mX0oM4uJEMp/edit

15. Safeguarding and welfare procedures

Children's safety and welfare is paramount. Pro-active and dynamic risk assessments are completed by the member of EYFS staff and safe staffing ratios, PFA and other qualifications as detailed in the EYFS framework, are maintained. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risk. We adhere to the Trust Policies, procedures and documents in place to ensure children's safety. We promote the good health of the children in our care in numerous ways, including the provision of nutritious food and snacks, and following set procedures when the children become ill, have an accident or require the administration of prescribed medication. Outside agencies are actively encouraged to support the health and welfare of the children in EYFS through working closely with the school's pastoral team. Behaviours of children are managed in an appropriate way, in liaison with external agencies as required. Physical intervention will be used in exceptional cases and will be administered by trained staff.
The school promotes good oral health, as well as good health in general, in the early years within the planned curriculum and by talking to children and families about:

- The effect of eating too many sweet things.
- The importance of brushing your teeth.

We introduce supervised tooth brushing, by following statutory guidance for safety around supervised tooth brushing.

Detailed safeguarding and welfare procedures are outlined in the policies detailed at the beginning of this document.

Safeguarding

'Every child deserves the best possible start in life and the support that enable them to fulfil their potential. A secure, safe and happy childhood is important in its own right. ' Statutory Framework for the Early Years Foundation Stage (EYFS). At DDAT we believe that everyone has a responsibility to promote the welfare of all children, to protect them from harm, but especially toddlers and young children due to their vulnerabilities to abuse and neglect. At such a young age, it is essential that the adults working with them recognise the signs that something is wrong and take appropriate action. Leaders will ensure that all staff have the appropriate training, policies and procedures in place so that it is clear what an individual

member of staff should do to keep children safe. Safeguarding training must be renewed at least every two years, with evidence of its impact on practice. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risk. In line with the EYFS Statutory update, providers must now notify Ofsted) of any allegations of **"harm" instead of serious harm** by anyone living, working, or looking after children at the premises. Child-on-child abuse – *children harming other children* - is unacceptable and will be taken seriously; it will not be tolerated or passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. The school takes a zero-tolerance approach to sexual harassment and sexual violence; it is never acceptable, and it will not be tolerated.
It is more likely that boys will be perpetrators of child-on-child abuse and girls' victims, but allegations will be dealt with in the same manner, regardless of whether they are made by boys or girls.

All staff are aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator, and they are clear about the school's policy and procedures for addressing child-on-child abuse and maintain an attitude of 'it could happen here'.

16. Safer Recruitment:

No employee, volunteer, student or apprentice may begin work or placement until an enhanced DBS and all required pre-employment checks have been received and verified, this includes a written reference is obtained.
Staff must proactively disclose any arrest, charge, caution, conviction, reprimand, warning or court order that may affect suitability to work with children.

- Providers will be required to obtain and verify references for all new staff members before they start working with children, in addition to existing criminal record checks and suitability checks by Ofsted.
- Safeguarding policies must explicitly outline procedures for ensuring all staff and volunteers are suitable to work with children.

The school will:

- Be responsible for checking staff qualifications on the DfE EY qualification checker https://www.gov.uk/guidance/check-an-early-years-qualification.
- Ensure references have been obtained and identity checks have been completed.
- 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 contact with children.
- Ensure that Volunteers, students and apprentices who require suitability checks complete them before undertaking work involving children.
- Ensure that volunteers and students are never left unsupervised 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.

17. Monitoring Child Absences and Emergency Contacts:

- Following up on child absences is a strict statutory safeguarding requirement. Providers will need to follow up and investigate a child's absence in a prompt manner.
- If a child is absent for a prolonged period, or without prior notification from the parent/carer, the setting must attempt to reach the parents first. If they cannot be reached, the provider must immediately try the alternative emergency contacts.
- To ensure the alternative contact rule works effectively, the statutory framework explicitly recommends that settings hold more than two emergency contact numbers for every child on record.
- Every action, contact attempt, and phone call made while chasing an unexplained absence must be clearly recorded in writing
- The 2026 framework shifts significant responsibility onto practitioners to assess the risk behind an absence:
- Contextual Analysis: Practitioners must monitor trends, tracking patterns of irregular or repeat non-attendance.
- Evaluating Circumstances: You must use professional judgement to define what constitutes a "prolonged" absence based on the child's specific situation.
- Risk Factors: Escalation speed should factor in the child's vulnerability, the parents' vulnerabilities, and their wider home life.
- Social Care and Police Actions: If an absence triggers safety concerns, providers are required to immediately bypass standard tracking, refer the case to local children's social care services, or request a police welfare check.
- Details of statutory attendance monitoring must be formally recorded in the attendance policy and must be shared with parents stating how and when parents are expected to report their child's absence.

18. Designated Safeguarding Lead:

- The Trust strongly encourages that an EYFS teacher will be a Deputy Designated Safeguarding lead.
- The term "lead practitioner" will be replaced with "Designated Safeguarding Lead" (DSL) in relevant sections.
- The DSL (and deputies) must undertake safeguarding training every two years, ensuring it covers the new 1st September 2026 requirements.
- Specific early years training for all early year's staff will be completed annually.
- This training must specifically address the new safeguarding requirements taking effect on September 1, 2026.
- The DSL's role is further solidified, emphasising the importance of ongoing training and support.

19. Training Requirements:

Early years staff will be required to receive clear, consistent safeguarding training, and providers must document how this training is delivered and how practitioners implement safeguarding procedures.

Safeguarding training will cover recognising signs of abuse and neglect, including physical, emotional and sexual abuse, harmful sexual behaviour, recording and following up unexplained child absences, as well as neglect and potential radicalisation.

It should also address the new risks under online safety, such as disinformation, misinformation and conspiracy theories. Training should also include information on the DfE guidance on generative artificial intelligence (AI).

The school will detail how the training is delivered and how practitioners are supported in implementing it.

20. Children's privacy

- It is essential to balance safeguarding with respecting children's privacy, particularly during toileting and nappy changing.
- Wherever possible, intimate care should be provided by a consistent adult to offer continuity and build trust.
- One-to-one care is preferred, but in some instances, a second adult may be necessary, such as when using equipment like a hoist.
- Practitioners should inform another staff member before providing intimate care alone and maintain a record of the care provided.
- Children with specific care plans should have named individuals who will provide their intimate care, as outlined in the plan.
- It is best practice to have a second named person available to cover absences.

21. Whistleblowing Procedures

All staff must follow the whistleblowing procedure outlined in the school to ensure that staff are clear on how to raise concerns without fear of reprisal.
Whistleblowing procedures explicitly include volunteers and apprentices.

22. 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.

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. 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. Mobile phones will not be used to take images or videos at any time during trips.

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. The school will notify Ofsted of allegations of harm concerning anyone living, working or looking after children on the premises.

Use of mobile phones by parents, visitors and contractors

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. The school will notify Ofsted of allegations of harm concerning anyone living, working or looking after children on the premises.

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 headteacher. 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. The school will notify Ofsted of allegations of harm concerning anyone living, working or looking after children on the premises.

23. Health and safety - 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 Students and Trainees have Paediatric First Aid training to be included in ratios at the level below their study level.

- 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.

24. Health and safety – Food

The school will:

- Ensure that children are in sight and hearing of a member of staff whilst eating. During meals and snacks, staff must position themselves facing children and keep children within continuous sight and hearing to reduce choking risks and support safer eating.
- Ensure that, where provided, meals, snacks and drinks are healthy, balanced, and nutritious, that are suitable and appropriate for different ages. Children will be encouraged to try new foods.
- Ensure that Staff will work with parents to plan the introduction of solid foods according to each child's developmental readiness rather than age alone.
- Ensure that children are seated safely in appropriate highchairs or low chairs while eating and staff should ensure children are in a sitting position to swallow safely for meals and snacks.
- Ensure staff can sit with children and role model healthy eating habits and social skills.
- 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, including, where necessary, suitable sterilisation equipment for babies' food.
- Ensure that 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.
- Ensure staff are trained in paediatric first aid and are aware of the signs of choking, including gagging, and be prepared to intervene. Details of any choking incidents will be recorded to help identify patterns and implement preventable measures.
- Staff receive appropriate training in safe eating practices. Arrangements are in place to reduce choking risks and staff know how to respond to choking emergencies.
- 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.

25. **Health and safety – Supporting and understanding children's behaviour**

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.

26. Health and safety – Accident or injury

The school will:

- Ensure that there is a first aid box containing appropriate content for use with children which is always accessible. This will be kept in the Nursery toilet area and in Reception it will be in the raised cupboards.
- Keep a written record of any accidents, injuries and first aid treatment. Any accident will be recorded on our online system (pod)
- 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. All accidents will be emailed to parents using the pod online system.
- Notify Ofsted of any serious incident, illness or injury to, or death of, any child while in their care, and the action taken, 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.

27. Health and safety – Safety and suitability of premises, environment and equipment

The school will:

- Ensure that their premises, both indoor and outdoor, are fit for purpose and suitable for the age of children cared for and the activities provided.
- Ensure that it will not operate on premises where a prohibited dog breed under the Dangerous Dogs Act 1991, including XL Bully types, is present. Isolation of the dog does not exempt the setting from this requirement. No dangerous dogs will be allowed on site.
- 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.
- 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 paragraph 3.58 of 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.
- Ensure children are within sight and hearing at all times while sleeping. The supervision will be active and continuous. The recommended room temperature of 16–20°C will be maintained.
- Ensure there are an adequate number of toilets and hand basins available. There are XX toilets in Nursery and XX toilets and one urinal available to the Reception class, with separate toilet facilities for adults.
- Ensure there are suitable hygienic changing facilities available for changing any children who are in nappies. Reception use XXX and Nursery use XXX
- 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.

28. Health and safety – 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 when children are present and consider the advice from Public Health England on their use in public places and workplaces.

29. Health and safety – 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.
- Risky play will be carefully considered and assessed ensuring that the benefits have been carefully analysed prior to implementation.
- Staff will document daily safety checks of the outdoor area and damage to play equipment.
- AN EYFS specific risk assessment for Continuous Provision will be undertaken and be signed by all staff annually.

30. Health and safety – 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 complete their risk assessment using the online YMD Boon portal.
- 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.

31. **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, as outlined in the Staff Drug and Alcohol Policy.

32. **Staff 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.
    - Notify Ofsted/CMA of allegations of harm concerning anyone living, working or looking after children on the premises.
- The EYFS DDSL 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.
- Students and trainees included in staff ratios must hold a valid and current PFA qualification.

- 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.
- Students and trainees may only be included in ratios (in limited circumstances) where they are suitable, competent and responsible, hold a valid paediatric first aid certificate and are working at a level below their level of study.
- 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 paediatric first aid (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 is held by XXXX
- Staff have sufficient understanding and use of English to ensure the wellbeing of children in their care.

33. Staff: child ratios

The school is aware that there are a range of contextual factors that will affect staff: child ratios, and that these can change depending upon a variety of issues. Volunteers and students are never left unsupervised with children. The school will continue to monitor the ratios and ensure that:

Staffing arrangements meet the needs of all children and ensure their safety.

- Children are adequately supervised, including whilst eating, and decide how to deploy staff to ensure children's needs are met.
- They inform parents about staff deployment, and, when relevant and practical, aim to involve them in these decisions."Children must usually be within sight and hearing of staff and always within sight or hearing." ('Always sight and hearing' when eating - paras 3.63 and 3.69)
- Children are appropriately supervised while eating.
- Suitable students on long term placements and volunteers aged 17 or over, and staff working as apprentices in early education aged 16 or over, may be included in the ratios (in limited circumstances) at the level below their level of study, if they have paediatric first aid training and if the provider is satisfied that they are competent and responsible.

The school will adopt the following staffing ratios:
In two-year-old settings:

- There will be at least one member of staff for every five children. Where possible we advise settings to aim for 1:4 to ensure best practice.
- At least one staff member must hold a Level 3 qualification.

In maintained nursery schools and nursery classes in maintained schools:

- There will be at least one member of staff for every 13 children.
- At least one member of staff will be a school teacher, as defined by section 122 of the Education Act 2002.

- At least one other member of staff will hold an approved level 3 qualification.

For children in Reception classes:

- Class sizes will be limited to 30 children per school teacher, as per infant class size legislation.
- Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

34. Information and records

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

The school will:

- Maintain records and obtain and share information, as appropriate, to ensure the safe and efficient management of the setting and ensure the needs of all children are met.
- Enable a regular two-way flow of information with parents and between providers in cases where more than one setting is attended.
- Consider incorporating parents' comments into children's records, if requested.
- Ensure that records are easily accessible and available.
- Ensure that confidential information and records about staff and children are held securely and only accessible and available to those with the right or professional need.
- Be aware of their responsibilities under data protection legislation and, where relevant, the Freedom of Information Act 2000.
- Ensure that staff understand their responsibility to protect and respect the privacy of children and the legal requirements requiring confidentiality of information and records.
- Allow parents access to all records about their child, in accordance with the Data Protection Act 2018.
- Retain records relating to individual children for a reasonable amount of time after they have left the setting.

The following information about the school will be 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

Information about the child

The following information will be recorded for each child:

- The child's full name and date of birth

- The name and address of every parent or carer who is known to the school, including information about all persons who have parental responsibility for the child and which parent the child normally lives with.
- The emergency contact details of the child's parent.
- More than two emergency contact numbers

Information for parents and carers

The following information will be made available to parents:

- The school's privacy notice for parents and children
- 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
- Details of the policies and procedures in place in the school's EYFS
- The procedure to be followed in the event of a parent failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting.
- Staffing details, including the name of their child's key person and their role and a telephone number for parents to contact in an emergency Ofsted will be notified if there are any changes to the following:
- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children

35. Quality Assurance

The Trust provides termly offer of training and moderation with a Lead Practitioner from the Stronger Practice Early Years Hub. Training is therefore relevant and up to date and grounded in research. Moderation takes place termly to validate judgements of practitioners and to ensure consistency across the Trust.

SSIOs work closely with the schools via collaboration and support and undertake regular audits to assess quality. Quality assurance of audits will take place by the DCEO/Head of School Improvement and the EYFS Secondment Practitioner. Success is celebrated and improvements are recognised and followed up. Such opportunities allow for the sharing of expertise, examples of exceptional provision and good practice.

36. Monitoring Arrangements

This policy will be reviewed by the Executive Team annually and the policy will be approved by the Education and Standards committee.

Appendix: 1

The Trust takes the safety of children very seriously and will take every precaution necessary to ensure that the children in their care do not leave a session unaccompanied. The chances of finding a missing child safe are greatest if the child's absence is soon discovered.
Staff will undertake periodic head counts using the key person system in addition to the registration procedure. If, in the event of a member of staff not being able to account for a child's whereabouts, the following action will be taken:

Procedure for a child going missing from the nursery or leaving the nursery unaccompanied:

The nursery/reception class is responsible for the missing child and all the other children in the setting. We will:

As soon as it is noticed that a child is missing, staff will alert the Nursery/Reception Teacher who must establish who last saw the missing child, where and when.

The remaining children will be gathered into one large group, with one/two adults, leaving the remaining adults to search the nursery/school systematically.
Ensure all adults are aware of the situation.

A register will be taken to make sure that no other children have gone astray and the children will be asked if they have seen the child that is missing.

The doors will be checked to see if these has been a breach of security whereby a child could wander out.

The Head teacher/EYFS lead will carry out an investigation into the incident.

If the child cannot be found, the Head teacher will contact the child's parents

If they are unavailable the setting will use the emergency contact number.

If the child lives within walking distance of the setting, one adult will make the journey on foot in order to catch up with or intercept the child if possible.

Remember, that as soon as parents are informed, they will need advice and support.
If the above steps do not locate the child, the police will be contacted to report the child missing.

Procedure to ensure an uncollected child is safely returned to their parent/carer, agreed emergency contact or Children's Services as quickly as possible and with the minimum distress to the child.

Background: All children have an emergency contact list completed upon admission to Nursery\School\After School Childcare provision.

Parents are reminded at regular intervals in newsletters to keep this updated. If a child is not collected at the end of a session, the following procedure will be followed.

Action if a child is not collected:

If the parent/carer has failed to contact the school to explain that they are going to be late, staff will telephone all the contact numbers (including emergency numbers) available for that pupil and make every effort to make contact with a responsible adult to ensure the pupil is collected. If it is not possible to contact a responsible adult, the following procedures apply. Please note that there will be very few occasions when these procedures are needed.

Nursery aged pupils 3- 4 years attending part time – After 30 min if it has not been possible to contact the parent/carer/emergency contact, then school will contact DDAT for advice. They can give advice and guidance to schools, settings and childcare providers about any concerns in this area and can advise when a referral to Children's Services may be appropriate.

1. All pupils – where After school childcare provision is full – After 45min if it has not been possible to contact a parent /carer/emergency contact, then school will contact DDAT for advice.

2. All pupils - where After school childcare provision is available – Allow 30 minutes after the official closing time of school i.e. 3.45pm. Send pupil to After school club and continue to try to contact parent or carer. Parents or carers should expect to pay a charge to use this facility. If contact has still not been made after 45min school DSL will contact DDAT.

3. All pupils - who usually attend After school childcare provision - Allow 30 minutes after the official closing time of After school Club to make contact with parents/carers/emergency contacts or for the parent/carer to make contact. After 30 minutes, if contact with the parent/carer/emergency contact has not been made, then contact First Response. Until such a time as the child is passed on into the care of those within the actions agreed with Children's services\ the nursery\school\after school\ staff will continue to provide appropriate care and reassurance to the child.

If you are going to be late collecting your child from school for any reason, please make sure that you contact the school and let us know. The staff can then reassure your child that you are on your way and again prevent them from becoming distressed. Discretion will be used with the above procedures in exceptional circumstances such as major disasters or unexpected early closures.

Action to follow up an incident of a child not being collected:

On the first occasion when a child has not been collected, the school will consider the most appropriate response to ensure the incident is not repeated. The level of action will depend on the context of the situation. The teacher will record the incident on CPOMs. For parents or carers who repeatedly fail to collect their child on time from school, a letter will be sent and meetings with the parent/carer should be set up to address this. If this fails to improve the situation then DDAT will be contacted for advice.