



Early Years Foundation Stage Policy

Written: September 2025

To be reviewed: September 2026

“All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.”

(EYFS Statutory Framework for group and school based providers, 2025)

1. Curriculum Intent

Statement of Intent

At Deepdale Community Primary School, we see every child as a unique individual with the capacity to thrive and be successful. Our school motto of ‘Harmony in Diversity’ underpins a broad and balanced curriculum, which aims to ensure that children leave their primary education as confident, resilient learners with a thirst for knowledge. Our end goal is to teach our children to be mature, curious and eager within the community they are part of. *Anything is possible!* As a result of our ambitious and carefully planned curriculum that meets the needs of all of our pupils, children will continually develop as secure readers with an extensive vocabulary in order that they continue to understand the wider world that they are part of. We encourage problem solving, critical thinking and effective communication across every curriculum subject. By the time our pupils leave their primary phase of education, our valued curriculum will have ensured that they are eager to move on to the next stage of learning; they take pride in their work, can justify their opinions thoughtfully and manage their emotions carefully whilst always taking others in to consideration. At Deepdale Community Primary School, our shared vision is that every child is challenged from their individual starting point onwards. Every child is engaged in their learning and thrives in our continued care.

Curriculum Drivers

At Deepdale Community Primary School, we will all: -

- Celebrate our differences
- Have high aspirations
- Be passionate about the wider curriculum
- Strive to be healthy
- Love language

School Values

The principles outlined in ‘Giving Every Child the Best Start in Life’ underpin our school values:

“The foundations of success are laid in early childhood. Ensuring every child has the best start in life - the chance to achieve and to thrive - are the foundation stones of the Government’s Opportunity Mission. To ensure that a child’s background does not determine their future success, so that all children develop well, learning to communicate, build relationships, manage their emotions, play and learn. Not just in school, but throughout their lives”

(‘Giving Every Child the Best Start in Life’, 13 August 2025)

2. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and good progress through school and life

- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

3. Implementation: Structure of the Early Years Foundation Stage

Principles of Teaching & Learning

Our Early Years Curriculum is based on the principles of child development and the educational programmes in the Early Years Foundation Stage Statutory Framework September 2025 ([Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)). It is sequenced to ensure that it leads smoothly into the National Curriculum at Key Stage 1 in a way that is relevant and meaningful for all children. Supporting the children's personal, social and emotional development, alongside the Characteristics of Effective Learning underpin our whole curriculum so that children feel safe and secure and ready to learn.

When planning our curriculum, we have taken into consideration the four guiding principles that shape practice in our Early Years setting:

- **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 an **enabling environment** 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.
- The importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

In addition, helping young children achieve the five 'Every Child Matters' outcomes to improve well-being:

- **Be healthy:** Children should have good physical and mental health and lead a healthy lifestyle.
- **Stay safe:** Children should be protected from harm and abuse.
- **Enjoy and achieve:** Children should enjoy school and be ready for the future, which includes achieving in their education and personal development.
- **Make a positive contribution:** Children should be encouraged to participate in their community and society.
- **Achieve economic well-being:** Children should be supported in making a successful transition to adulthood, including securing future education, employment, or training.

At Deepdale, we ensure that play underpins the delivery in the Early Years Foundation Stage as play is an essential element of child development. Play challenges children's thinking, problem-solving, persistence and collaboration and reflects the children's knowledge and skills and broadens their interests.

"Play in the early years should be an enriching experience for all children. Adults should ensure that children do not miss out because they lack the prior knowledge they need to take part in play activities. It does children a disservice if they only take part in play in which they have previous interest or enthusiasm."

(‘Best Start in Life Part 1: setting the scene’, November 2022, updated October 2024)

In addition, play ensures that children have the opportunity to develop the three 'Characteristics of Effective Learning':

- **Playing and Exploring:** Children investigate and experience things, and 'have a go'.
- **Active Learning:** Children concentrate and keep trying if they encounter difficulties, and enjoy achievements; and

- **Creating and Thinking Critically:** Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

4. The Curriculum

At Deepdale, both Nursery and Reception follow the curriculum as outlined in the latest EYFS statutory framework.

Our curriculum is designed for children to learn from a mix of focus adult-led tasks, guided provision and child-initiated learning within provision that are weaved throughout the day. Within each area there are end points, or Early Learning Goals (ELG's). The ELG define the expectations for most children to achieve by the end of the Early Years Foundation Stage.

The Early Years Framework is organised into seven areas of learning and development, all of which are interdependent and of equal importance;

The Prime Areas are:

- **Communication and Language** – *The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.*
- **Physical Development** – *Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.*
- **Personal, Social and Emotional Development** – *Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.*

The Specific Areas are:

- **Literacy** – *It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).*
- **Mathematics** – *Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.*

- **Understanding the World** - *Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.*
- **Expressive Arts and Design** - *The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.*

4.1 Curriculum Structure

Our staff are ambitious for all children, and offer a curriculum which is broad, balanced and progressive. The curriculum builds on the knowledge and skills of all children, whatever their starting points. Staff reflect on the different rates at which children are developing and take this into account.

The carefully designed curriculum ensures that:

- key foundational knowledge and skills are sequential and progressive to support children know and remember more.
- opportunities are considered for intentional overlearning, revisiting key skills and knowledge.
- high expectations are set for all children through everyday high quality inclusive teaching.
- communication and language development is at the heart through
 - high-quality interactions with adults that positively impact on the progress of all children.
 - High-quality questioning and interactions to check understanding and address misconceptions.
 - nurturing children's speaking and listening skills through explicitly modelled strategies and high-quality interactions
- both the inside and outside environment is effective and engaging so children can explore and interact, fostering both independence and creativity.
- parental partnership is developed through providing a wealth of information about what has been taught which enables parents to build on their child's school experiences, at home.

4.2 Curriculum Implementation

In the Early Years Foundation Stage, teachers will plan from the children's own experiences through the seven areas of learning. They plan from a carefully designed Long Term Map that outlines the progressive knowledge and skills the children can build on and how to develop and apply skills through guided provision and child-initiated learning.

In the Early Years, quality Core Texts stimulate all forms of literacy and promote a strong cultural knowledge of well-known fairy tales, nursery rhymes and stories. The journey of a reader in the EYFS is well mapped out. From developing a phonetical awareness, to engaging in conversations about books and characters, to daily phonics instruction, and then developing their own independent reading strategies, children will leave the EYFS being able to successfully access the next stage of their learning in Year 1 and beyond. Core Texts are used as a basis for Literacy planning and every unit is introduced through an exciting 'hook' designed to engage the children. Elements of 'Talk for Writing' and story mapping strategies are promoted to imitate stories which children learn to retell. Literacy opportunities are also promoted in many of the continuous provision activities available to children during the week in order to promote early reading, writing and phonics achievement. Alongside the Core Texts, Deepdale prioritise daily story time and have therefore created our own Reading Spine based on Spotlight Authors that have been carefully chosen to develop key vocabulary, language structures and promote 'Reading for Pleasure'. In addition, the Writing Curriculum is carefully mapped out linked directly to Phonics in order to develop the children's application of skills and deliver a seamless transition into KS1.

Systematic and synthetic phonics is taught daily throughout the Early Years Foundation Stages showing fidelity to the chosen scheme of 'Red Rose Phonics'.

At Deepdale Community Primary School, we want our children to become confident mathematicians who can apply what they have learnt to real life experiences therefore, discreet daily Maths sessions are delivered and then supported by maths opportunities within continuous provision. These sessions are carefully planned following the Maths trajectory using concrete resources and building on prior learning. This starts with mastering numbers 0-5 and then progresses through to 0-10, alongside verbally counting to 20 and beyond. The Maths teaching sequence is mapped out using long and medium term plans, which offers a curriculum that bridges into Year 1.

The remaining areas of learning are planned via a similar practise, and are documented and monitored in the form of floor books. Child voice is included within this document. 'Lines of Enquiry' sessions are used to foster and further develop the children's interests.

Pupils have opportunities to share their learning with their parents and carers through regular Reading, Phonics and Maths Workshops. 'Stay and Play' sessions for Nursery, allow parents to join in learning activities alongside their children and share the Nursery experiences.

4.3 Curriculum Organisation and Management

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Our Early Years Foundation Stage accommodates children from the age of 3 to 5 years.

- In our school we have two part-time Nursery classes and three full-time Reception classes. Each Nursery class has 26 places and children are offered a place in the term in which they have their third birthday. Places are flexible and parents may wish their child to attend for full days, part time or a mix of both.
- Lunch times are held in the school dining room for both Nursery and Reception children. The children are supervised by the class-based teaching assistants over the lunch time period.
- All four classrooms are based around a central area which provides opportunities for focus group learning. There is a shared timetabled Outdoor Learning space, including a garden, which promotes all seven areas of the curriculum.
- We enrich and enhance the Early Years framework by providing experiences and opportunities which are carefully considered to meet the needs of the children. This includes special events and celebrations, memorable experiences and themes selected to drive the curriculum.
- We have access to Acorn Psychology and support services who provide advice and support for children with SEND.

5. The Learning Environment

Careful consideration is given to the Early Years environment to ensure it is welcoming, safe, and accessible for every child, enabling them to explore and learn confidently. Each classroom is organised into well-defined learning areas, with staff carefully selecting equipment and resources that allow children to access materials independently. The shared, enclosed outdoor area offers further opportunities for children to explore, use their senses, and be physically active in ways that differ from the indoor environment. Planned learning experiences support children's development across all seven areas of the curriculum.

6. Assessment

At Deepdale Community Primary School, ongoing assessment is an integral part of the learning and development process.

6.1 Recording

Staff make regular assessments to check children's understanding and use the information to shape future planning and reflect identified needs and interests. We use a range of strategies to collate assessment evidence, such as Floor Books.

In Reception, Literacy and Mathematics books are used to record adult directed learning. Nursery collate their assessments through observations, collections of children's work and photographs which create an overall picture of each child. Staff also take into account observations shared by parents and/or carers and keep them up to date with their child's progress and development.

Carefully considered Deepdale Checkpoints have been derived from 'Development Matters' and 'Birth to 5 Matters' to record judgements against the EYFS Profile. Every term, each child's level of development is recorded as to whether they are 'emerging' or 'on track' against 17 assessment scales. During this process, it highlights the areas in which a child/group of learners is progressing well and the areas in which additional support is needed. It also focuses on any areas of possible concern, which may indicate a disability, special educational need or developmental delay. The progress check will describe the activities and strategies that the school intends to adopt to address any issues or concerns, involving parents and/or carers and other professionals as appropriate. At Deepdale we moderate judgements both internally and externally to ensure consistency. We submit the profile data to the local authority on request.

Deepdale follow statutory guidance when making judgements.

"For children whose home language is not English, providers may take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home".

(EYFS Statutory Framework, 2025)

On entry to Nursery and Reception we carry out baseline assessments for each child. Nursery end of year data is used to inform the Reception baseline if the child remains in our setting.

Within the first six weeks that a child starts Reception, staff administer the statutory requirement of the Reception Baseline Assessment (RBA). The assessment identifies the children's starting point in:

- Language, Communication and Literacy
- Mathematics

6.2 Reporting

Within the final term of Early Years, we provide a written report to parents, detailing their child's progress against the Early Learning Goals/Checkpoints before providing opportunities for parents to discuss the judgements with the teachers. The Early Years Foundation Stage Profile is also shared with the child's Year 1 teacher which helps to inform a discussion between Reception and Year 1 teachers about the child's stage of development and learning needs, and helps with planning activities in Year 1.

7. Working in partnership with parents and carers

We recognise that parents are children's first and most enduring educators and we value the contribution that they make at every stage of the children's development. We do this through:

- Induction meetings that give parents the opportunity to meet the EYFS staff alongside gathering information about the school.
- Home Visits/School Meetings for all children starting in both Nursery and Reception.
- An Open Day where parents and children can visit the school and spend time in each classroom and outdoor provision. There are then further opportunities for the children to visit school and spend time in their allocated class during Transition Days.
- An open-door policy where an adult from each class is outside and available to talk to parents at the beginning and end of each day.
- Class Dojo which is used by the Class Teachers to share information with parents.
- Parents Evenings that are held twice a year.

- Termly Workshops/Meetings.
- Half-termly Learning Overviews.

All staff working within the EYFS are committed to developing positive, respectful relationships with every child. Staff interact sensitively, taking time to listen to children and respond to their individual needs. Within our school, the EYFS teacher acts as the 'Key Person' for all Reception children, supported by the Teaching Assistant. In the Nursery, children are allocated to one of three Key Worker groups to promote strong relationships and effective communication.

The EYFS Reception teachers work closely with Nursery staff to discuss the new intake of children and to share relevant information. Nursery staff and children are regularly invited to participate in school events to support a smooth transition. Continuity and coherence between the Nursery and school settings are promoted through the regular sharing of information about children's achievements, progress, and next steps in learning.

We ask parents/carers to provide more than two emergency contact numbers for their child (where possible).

8. Inclusion for all

In keeping with our intent of seeing every child as a unique individual with the capacity to thrive and be successful, the EYFS curriculum provides challenge for all children.

We value and celebrate the diversity of individuals within our school community and are committed to promoting equality. We do not discriminate against children on the basis of difference. At Deepdale Community Primary School, all children and their families are treated with fairness, respect, and dignity, regardless of race, religion, ability, or background.

We believe that every child matters and is entitled to the best possible start in life. Our aim is to provide all children with opportunities to achieve their full potential by recognising and valuing their individual life experiences. These experiences are taken into account when planning learning opportunities to ensure provision is relevant, engaging, and inclusive.

Within the EYFS, we set realistic and appropriately challenging expectations that reflect the needs and abilities of all children. We meet these needs by:

- planning learning opportunities that build upon and extend children's existing knowledge, experiences, and interests, while developing their self-esteem and confidence;
- using a wide range of teaching strategies tailored to children's individual learning needs;
- providing varied and motivating opportunities that support effective learning;
- ensuring a safe, supportive, and inclusive learning environment in which every child's contribution is valued;
- selecting resources that reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose cognitive understanding is more advanced than their language or communication skills;
- regularly monitoring children's progress and taking timely action to provide additional support where required.

Inclusion underpins national and local government policy, and this principle is central to our practice. Within our school, inclusion is promoted by prioritising individual wellbeing, encouraging pupil participation, celebrating achievement, and recognising diversity as a strength that enriches learning for all. Every child is treated according to their individual needs, regardless of physical ability, cultural or social background, or religion.

All children are given the opportunity to participate fully in Early Years experiences, which are carefully planned to ensure accessibility for every individual. All pupils have equal opportunities to reach their full potential across the EYFS

curriculum, irrespective of race, gender, cultural background, or special educational needs. Children with Special Educational Needs are identified promptly, and reasonable adjustments are made wherever possible to support their development, confidence, and self-esteem.

Through collaborative practice, we use the Early Years to develop children's confidence, independence, and resilience, promoting the long-term value of personal and social skills alongside academic learning. We also aim to deepen children's understanding of the wider world and their place within it.

8.1 Pre-school Transition

Starting school is a significant milestone in a child's life, as it plays a crucial role in shaping their emotional wellbeing, confidence, and attitudes towards learning. This period can be both exciting and challenging, as children adapt to new routines, relationships, and expectations. By working closely with families and early years settings, establishing key person relationships, and creating a welcoming, nurturing environment, schools can help children feel safe, valued, and ready to learn. A gradual and well-planned transition supports children's resilience, encourages independence, and lays strong foundations for future learning and development.

Therefore, at Deepdale Community Primary School we work together with families and prepare parents/carers and children to know what to expect. The staff gather information about each child so that they can provide a child-centred and inclusive approach that prioritises emotional security and strong relationships.

8.2 Induction

Once Deepdale applications have been finalised, families of children attending an external Nursery or childcare setting are contacted. This process includes visits to the child's Nursery or setting to establish early relationships with the child and their parents/carers, and to identify any potential additional needs, including those requiring an Education, Health and Care Plan (EHCP).

Children who attend our own Nursery setting at Deepdale are already familiar with many of the adults who work across the three Reception classes. To further support a smooth transition, planned visits to the Reception classrooms are timetabled during the Summer Term.

Meetings for parents/carers in both Nursery and Reception are also an important role in the transition process. The meetings include:

- Induction Meeting (Deputy Headteacher/Nursery and Reception staff)
 - Introduction to the school
 - The Induction Programme
 - The organisation – school times, dinners, uniform
 - Parental Involvement
 - Nursery/School readiness
 - Input from the Attendance Champion and Attendance Team regarding attendance and absences
- Welcome to Nursery/Welcome to Reception Meetings which take place in early September

8.3 Transition into Year 1

Transition is viewed as an ongoing process that takes place throughout the academic year, rather than a single event. Nursery, Reception, and Year 1 staff work closely together to share information, plan collaboratively, and ensure continuity in children's learning and wellbeing. This joined-up approach supports children as they move between settings, helping them to feel secure, confident, and well prepared for each next stage of their education.

During the Summer term, Reception and Year 1 staff spend time observing children within their familiar learning environments and observing current practice to support continuity and progression. This allows teachers to develop an understanding of the children's learning needs and experiences, and where appropriate, to arrange direct teaching

sessions with the new classes. Designated Transition Meetings are held by all teachers to share detailed information about children's attainment and development, including EYFS Profile assessment outcomes. Targeted training is provided to ensure that the Year 1 staff can use assessment information effectively, enabling them to accurately identify individual children's starting points and plan appropriately for the next stage of learning.

During the Summer Term, Nursery and Reception children are given opportunities to visit their next year group to help them become familiar with new staff and the learning environment. These visits support children's confidence and emotional readiness for transition. Information is also shared with parents at this stage, including Welcome Booklets containing key transition information. Early in the Autumn Term, parents are invited into school to meet staff, ask questions, and explore the learning environment, further supporting a smooth and positive transition into the next stage of their child's education.

9. Staff

9.1 Whistleblowing

At Deepdale, we have a dedicated Whistleblowing Policy which adheres to all elements as outlined in the EYFS Statutory Framework 2025.

"Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, they should use the other channels open to them:

- NSPCC whistleblowing advice line is available. Staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends. The email address is: help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.
- Ofsted provides guidance on how to make complaints about a provider: Complaints procedure - Ofsted - GOV.UK (www.gov.uk).

General guidance on whistleblowing can be found via: Whistleblowing for employees."

(EYFS Statutory Framework, 2025)

See our 'Whistleblowing Policy' for more details on our procedures for handling whistleblowing on the school website.

10. Safeguarding and Welfare Procedures

"Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the adults caring for them."

(EYFS Statutory Framework 2025)

At Deepdale Community Primary School, we create a high-quality, welcoming, and safe setting where children can enjoy learning and grow in confidence. We understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2025.

"• Safeguard children.

- *Ensure the adults who have contact with children are suitable.*
- *Promote good health.*
- *Support and understand behaviour.*
- *Maintain records, policies, and procedures."*

(EYFS Statutory Framework 2025)

Every child is assigned to a 'Key Person' to ensure that their learning and care is tailored to meet their individual needs.

"Children need to build an attachment with their key person for their confidence and wellbeing. The key person also promotes children's learning by developing a deep understanding of their individual needs and children can particularly benefit from their modelling and support. The requirements in relation to workforce training and responsibilities, including that of the key person, are outlined in Section 3 but they are equally important for children's learning and development as they are for their safety and welfare."

(EYFS Statutory Framework 2025)

Rigorous safeguarding systems are fully embedded within the Early Years. All staff receive comprehensive safeguarding training and are confident in identifying and reporting any incidents or concerns of significance. Each staff member is provided with an individual CPOMS login, enabling them to accurately record concerns, points of significance, and minor issues that may escalate into safeguarding matters. The use of the CPOMS safeguarding system is consistently applied to ensure accurate, timely, and secure recording of all safeguarding concerns.

All staff are trained in the safe use of online technologies and in responding appropriately to harmful online material.

Staff members have regular Supervision conversations with the EYFS Leader. These meetings support professional development, monitor staff wellbeing, and ensure continued suitability for post. All staff are expected to adhere strictly to the Staff Code of Conduct Policy.

Statutory safeguarding guidance is implemented and followed by all members of staff. All staff are required to read and comply with 'Keeping Children Safe in Education (2025)'. Working Together to Safeguard Children and the Prevent Duty Guidance are fully embedded within daily practice.

10.1 Child Protection/Staff Training

Deepdale Community Primary School has and implements a policy, and procedures, to safeguard children. These are in line with the guidance and procedures of the Lancashire School Safeguarding Board.

The school recognises the importance of ongoing staff training and development to ensure staff have up to date knowledge of safeguarding issues and KCSIE and keeping the ethos of safeguarding high. Everybody has a role to play in safeguarding our children and we strive to ensure all staff are well informed and know what to do if they have any concerns. Staff members, governors and volunteers will undergo safeguarding and child protection training at induction, which will be updated on a regular basis and/or whenever there is a change in legislation.

Training enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- significant changes in children's behaviour;
- deterioration in children's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- children's comments which give cause for concern;
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
- inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their needs.

The Early Years Leader is made aware of any safeguarding issues within school on a regular basis, in addition to incidental events that may occur. Staff are made aware of the Designated Senior Leads for safeguarding who are trained at least annually. The EYFS Leader has attended DSL training.

Deepdale Community Primary School adheres to statutory 'Prevent' guidance in ensuring children stay safe in education and work together with parents/carers outside of education wherever possible. Our key worker systems ensure a

positive 'parent partnership' which help to gain a wider understanding of a child's background. Staff are updated regularly regarding the 'Prevent' duty. Staff are regularly made aware of any significant events in a child's life, along with training on how to deal with 'child on child' abuse.

10.2 Suitable People

Deepdale Community Primary School ensures that people looking after children are suitable to fulfil the requirements of their roles. Deepdale has effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children (including those living or working on the premises), are suitable to work with children.

10.3 Qualifications/Staff Ratios

All Early Years staff meet and comply with the statutory guidance for 'Early years qualification requirements and standards' outlined in the updated September 2025 statutory guidance.

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

Nursery

- We have at least 1 member of staff for every 13 children
- At least 1 member of staff is a school teacher as defined by section 122 of the Education Act 2002
- At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status

Reception

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

10.4 Safer Recruitment

Deepdale Community Primary School obtain a reference for any member of staff (including students and volunteers) before they are recruited.

"Providers should:

- *Not accept open references e.g. to whom it may concern.*
- *Not rely on applicants to obtain their reference.*
- *Ensure any references are from the applicant's current employer, training provider or education setting and have been completed by a senior person with appropriate authority.*
- *Not accept references from a family member.*
- *Obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed.*
- *Secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children). If the applicant has never worked with children, then ensure a reference is from their current employer, training provider or education setting.*
- *Ensure electronic references originate from a legitimate source.*
- *Contact referees to clarify content where information is vague or insufficient information is provided.*
- *Compare the information on the application form with that in the reference and take up any discrepancies with the applicant.*
- *Establish the reason for the applicant leaving their current or most recent post, and ensure any concerns are resolved satisfactorily before appointment is confirmed."*

(EYFS Statutory Framework 2025)

10.5 The Designated Safeguarding Lead

We also have a DSL who has lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners).
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required.
- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework.

10.6 Absence

At Deepdale Community Primary School we follow up on absences in a timely manner.

"If a child is absent for a prolonged period of time, or if a child is absent without notification from the parent or carer, attempts must be made to contact the child's parents and/or carers and alternative emergency contacts."

(EYFS Statutory Framework 2025)

See our 'Attendance Policy' on the school website for more on this, including our expectations of parents/carers to report child absences.

10.7 Oral Health and Toothbrushing

At Deepdale Community Primary School we promote good oral health, as well as good health in general, in the early years by talking to children about:

- the effects of eating too many sweet things
- the importance of brushing your teeth

We operate a supervised tooth brushing programme, to support the children's oral health. We follow [government guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

10.8 Safer Eating

At Deepdale Community Primary School, staffing arrangements fully meet the needs of all children to ensure their safety and wellbeing. Children are adequately supervised at all times, particularly during mealtimes, in line with the requirements of the EYFS Statutory Framework (2025).

- *"Whilst children are eating there should always be a member of staff in the room with a valid paediatric first aid certificate for a full course."*
- *Children must always be within sight and hearing of a member of staff whilst eating."*

(EYFS Statutory Framework 2025)

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
- We will also keep this information up to date and share it with all staff

At Deepdale all staff have regard to the DfE's [Early Years Foundation Stage nutrition guidance](#)

10.9 Paediatric First Aid (PFA)

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

10.10 Accident or Injury

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a record of accidents or injuries and any first aid treatment on 'medicaltracker' which sends reports to key members of staff alongside the parent/carer of the child the same day.

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

10.11 Health and Safety

At Deepdale Community Primary School make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

10.12 Toileting and Privacy

At Deepdale we have a dedicated 'Intimate Care Policy' which adheres to all elements as outlines in the EYFS Statutory Framework 2025.

"Children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting."

(EYFS Statutory Framework, 2025)

We therefore make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities
- An adequate supply of necessary items such as spare clothes
- Separate toilet facilities for adults

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

This isn't an exhaustive list of policies and only includes policies specific to the EYFS. For a full list of our policies, see our school website

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent/carer failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

Review:

This policy was written in September 2025 and will be reviewed in September 2026

Mrs S.Pollard (Deputy Headteacher)