



EPWORTH
EDUCATION TRUST

Early Years Foundation Stage (EYFS) Policy



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| Reviewed by: | Julie Whittaker |
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| Personalised to school by: | Eleanor Maguire |
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Mission Statement

The Epworth Trust is a Multi-Academy Trust established with the aim of providing outstanding learning and opportunities for the children within its care.

Children are our nation's most precious resource. Their Trust life and learning experience will shape them for the whole of their lives.

Safeguarding Statement

At the Epworth Trust we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection, and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers, and governors.

Statement of intent

Epworth Education Trust aims to be an 'employer of choice' and are committed to ensuring that employees feel safe and secure in the workplace and are treated with dignity and respect at all times. Epworth Trust has a zero tolerance policy towards workplace harassment, bullying and victimisation. The Trust believes that no member of the Trust workforce should have to tolerate harassment, bullying or victimisation from colleagues, pupils, members of the public, or other individuals they may encounter at work, or on Trust trips.

The Trust recognises that any employee could be subject to these forms of behaviour and is committed to raising awareness and refusing to tolerate these behaviours. The Trust pledges to support any employee who is harassed, bullied or victimised and will deal with any issues through the processes outlined in this policy or the disciplinary policy or grievance policy where appropriate.

Nutgrove Mission Statement

Nutgrove Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential, without limits.

This is encompassed by our Bible verse For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11.

To achieve this, we wish to create a happy, secure and purposeful culture throughout the school, which is conducive to learning and high standards, and is based on our Christian values, love, hope and respect.

Our school's motto and vision is 'My Best, Always, Everywhere' which is interwoven within our curriculum intent and design.

Vision

These 3 key components are underpinned by our school's Christian Values which permeate every aspect of Nutgrove life.

Love

We greet our children with a smile and welcome them with open arms into school as part of our Nutgrove family. Teachers greet pupils at the classroom door every day.

Respect

So that we maintain a positive environment which is conducive to learning for all pupils, we praise in public and restore in private. We use a restorative approach to overcome conflict and learn from our mistakes.

Hope

As a staff and wider school team, our hopes for children in our Nutgrove family are underpinned by a shared aspiration to recognise and celebrate each child's unique God-given talents and to drive them to fulfill their potential so that they flourish when they are ready for the World beyond Nutgrove.

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Statement of Intent

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Statement of Intent

At Nutgrove Methodist Primary School, we greatly value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development. This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

As part of Epworth Education Trust, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as rewards, to encourage children to develop a positive attitude to learning.

1. 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 with a focus on communication and language
- 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

Four overarching principles, as outlined in the statutory guidance, shape our practice:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents.
4. Children develop and learn in different ways and at different rates.

To put these principles into practice, the school:

- Provides a broad, balanced and play-based curriculum which reflects children's stages of development and secures strong foundations for learning and progress.
- Promote children's communication and language skills as central to all learning.
- Ensures quality and consistency in teaching and learning so that every child makes good progress and no child is left behind.
- Encourage independence within a secure, friendly and nurturing atmosphere.
- Promotes equality of opportunity and anti-discriminatory practice at all times.
- Works in close partnership with parents and carers.
- Plans meaningful and challenging learning experiences based on individual needs, informed by careful observation and assessment.
- Implements a key person approach to develop close, trusting relationships with children.
- Provides a safe, secure and stimulating learning environment where children feel valued and confident.
- Fosters curiosity, creativity and a sense of wonder in the world around them.

2. Legal Framework

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#), effective from 1 September 2025.

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

- DfE (2023) 'Development Matters'

- DfE (2025) 'Keeping children safe in education 2025'
- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2023) 'Working Together to Safeguard Children'
- DfE (2024) 'The Prevent duty'
- Early Education (2021) 'Birth to 5 Matters'
- UK Council for Internet Safety (2020)

These are the statutory policies for the EYFS and where they can be found. It isn't an exhaustive list of policies and only includes policies specific to the EYFS.

| Statutory policy or procedure for the EYFS | Where can it be found? |
|---|--|
| Safeguarding policy and procedures | Safeguarding and Child Protection Policy |
| Procedure for responding to illness | Supporting Pupils with Medical Conditions / Health and Safety Policy |
| Administering medicines policy | Administering medicines policy |
| Emergency evacuation procedure | Health and Safety Policy |
| Procedure for checking the identity of visitors | Safeguarding and Child Protection Policy / Visitor Policy |
| Procedures for a parent/carer failing to collect a child and for missing children | Safeguarding and Child Protection Policy |
| Procedure for dealing with concerns and complaints | Complaints Policy |

This policy works in conjunction with the following policies:

- Teaching and Learning Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Allegations of Abuse Against Staff Policy
- Drug and Alcohol Policy

- Whole-School Food Policy
- Equal Opportunities Policy
- Supporting Pupil's with Medical Conditions Policy
- Health and Safety Policy
- Recruitment Policy
- Data Protection Policy
- Acceptable IT Usage Policy for Staff
- Mobile Phones Policy
- Complaints Procedures Policy
- Intimate Care Policy (Incl. EYFS)
- Positive Handling Policy
- Educational Visits Policy
- Behaviour policy

3. Structure of the EYFS

At Nutgrove Methodist Primary School, our Early Years Foundation Stage has the following group:

- Reception class with a Pupil Admission Number of 30

4. Curriculum

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

The EYFS framework includes 7 areas of learning and development that we teach. All areas of learning and development are important and interconnected. Three areas, known as the prime areas, are seen as particularly important for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

We also support the children in 4 specific areas which help strengthen and develop the 3 prime areas, and ignite the children's curiosity and enthusiasm:

- Literacy
- Mathematics

- Understanding the world
- Expressive arts and design

4.1 Planning

Our staff are ambitious for every child and plan activities and experiences that nurture curiosity, independence, and a love of learning and enable them to develop and learn effectively. Planning is rooted in the principles of play and exploration, with continuous provision carefully designed to inspire investigation, problem-solving, and imaginative thinking. This is balanced with continuous provision enhancements and adult led activities. The EYFS setting is tailored to ensure that all children can develop their skills in both the prime and specific areas.

Staff consider each child's unique needs, interests, and development, using this knowledge to shape a challenging yet enjoyable curriculum that strives to ensure all children make progress, no matter their starting points in life.

Where children may have a special educational need or disability (SEND), staff plan with inclusivity at the heart, seeking specialist advice and support where needed to ensure every child can thrive. Plans are responsive and flexible, reflecting the different rates and styles of development.

4.2 Teaching

We believe children learn best through high-quality interactions and play. Staff ensure that children experience the three key characteristics of effective teaching and learning—playing and exploring, active learning, and creating and thinking critically—in every part of their day. Warm, positive, nurturing relationships underpin all practice, with adults then extending learning through rich conversations, modelling, questioning, and joining in play to deepen understanding.

Our approach blends child-initiated and adult-initiated opportunities, ensuring children have freedom to follow their own interests while also engaging in carefully planned experiences that broaden their knowledge and skills, such as Rainbow Challenges (targeted adult tasks throughout the week) and Chilli Challenges (opportunities for children to challenge themselves independently within continuous provision).

Outdoor learning, creative exploration, and practical, hands-on opportunities are central to our provision. Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

In Reception, play continues to be at the heart, but learning becomes more purposeful and ambitious. This gradual progression ensures children leave the EYFS as confident, capable learners, ready for the challenges and excitement of Key Stage 1.

5. Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace. In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the SENDCo is called upon for further information and advice.

To ensure inclusion, the school:

- Plans opportunities that build upon and extend children's knowledge, life experiences and interests, and develop their self-esteem and confidence;
- Use a wide range of teaching strategies based on children's learning needs;
- Provide a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Provide a safe and supportive learning environment in which the contribution of all children is valued;
- Use resources which reflect diversity and are free from discrimination and stereotyping;
- Plan challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Ensure children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

6. Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

Parents will be kept up to date with their child's progress and development, and the class teacher will address any learning and development needs in partnership with parents.

Ongoing formative assessments are used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to

understand their interests and learning needs and will use this information to inform practice and provision for each child.

The EYFS setting will undertake a summative assessment of the level of each child's development at certain stages. These are:

Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting reception year.

- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS against the 17 Early Learning Goals to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1. Children are judged to be 'Meeting expected levels of development' or 'Not yet reaching expected levels ('emerging')

Assessment evidence is recorded via floor books, exercise books, and the EYFS checkpoints, which are limited to that which is absolutely necessary to promote children's successful learning and development.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. The school reports EYFS Profile results to the LA when these are requested. The LA is under a duty to return this data to the relevant government department.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

The class teacher will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support.

The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if it is found that a child does not have a strong grasp of English language, the EYFS lead will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.

7. Working with parents and carers

We firmly believe that the EYFS cannot function without the enduring support of parents. We recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Offering children the opportunity to spend a morning or afternoon session supported by their parent/carer in Reception before starting school, followed by another morning or afternoon where they come in to school independently.
- Supporting children through the transition from pre-school to Reception with the children attending at staggered intervals throughout the first day. This is also to support staff and parents in getting to know each other as well as the children.
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- Inviting all Reception parents to an induction meeting during the term before their child starts school and to a Curriculum Parents' Meeting during the first half term of the child's Reception year in order to detail how we aim to work with their child,
- Inviting all Reception parents to a Phonics and Early Reading Workshop to support their child best at home, followed by weekly pronunciation videos uploaded to Dojo by the EYFS Lead.
- Sending a report on their child's achievement and progress at the end of their time in Reception, as well as two parents evening slots throughout the year. however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: E.g. Family Assemblies, school visits and activity days.
- Each child is assigned a key person who helps to make sure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.
- Ensuring all parents know that their child's teacher and teaching assistant are their key workers.
- Parents are asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school. Parents are also asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.
- We ask parents/carers to provide more than 2 emergency contact numbers for their child (where possible).

8. Staff

8.1 Staff training

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Outline how training is delivered, and how staff are supported to put it in place, in our child protection and safeguarding policy

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners
- The DSL for the school is Mrs S Taylor
- The Deputy DSL is Mrs Z Chalmers, Mrs J Dawes, Mrs B Hill.

8.2 Safer recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

See our safeguarding policy for details of our safer recruitment procedures

8.3 Whistleblowing

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

Please see our whistleblowing policy for further details.

9. Safeguarding and welfare procedures

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

All staff are alert to any issues of concern in children's lives at home or elsewhere.

See our child protection and safeguarding policy for more information.

9.1 Responding to allegations or concerns

Any allegations made against staff, volunteers or others working with children will be managed in line with the Trust's *Allegations of Abuse Against Staff Policy*. We will inform the local authority designated officer (LADO) and relevant external agencies (e.g. Ofsted) as required.

9.2 Staffing ratios

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

For Reception Classes:

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

9.3 Paediatric first aid (PFA)

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

9.4 The designated safeguarding lead (DSL)

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

9.5 Absence

We're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

See our attendance policy for more on this, including our expectations of parents/carers to report child absences.

9.6 Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years through our PSED lessons and by being a Healthy School. We talk to children about:

- The effects of eating too many unhealthy foods.
- The importance of brushing your teeth and strategies to make this engaging.
- We intend to introduce a supervised tooth brushing programme, to support the children's oral health. We will follow [government guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our school's Child Protection and Safeguarding Policy.

9.7 Safer eating

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating and seated safely in an appropriate chair and, where possible, in a designated eating space.

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
- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

We will prepare food in a way that:

- Prevents choking

- Meets each child's individual developmental needs
- Is in line with the DfE's [Early Years Foundation Stage nutrition guidance](#)

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

9.8 Accident or injury

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

We keep a written record of accident or injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

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.

Please see the First Aid policy for further details.

9.9 Safety of premises

EYFS providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks. The school has a risk register which is reviewed regularly. It includes aspects of the EYFS environment that need to be checked on a regular basis, and states when and by whom those aspects will be checked, and how the risk will be removed or minimised.

We 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.

9.10 Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities as required
- An adequate supply of wipes and change of clothes or underwear
- Separate toilet facilities for adults

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

Please see the Intimate Care policy for further details.

9.11 Mobile Phones and Devices

The use of mobile phones and other photography devices by staff members, parents, visitors and contractors and the use of images in and out of the early years learning environment procedures are addressed in the mobile phone, photography and Acceptable IT usage policy.

Any concerns over photography images must be reported to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

9.12 Staff Taking Medication or Other Substances

The Trust implements a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Drug and Alcohol Policy.

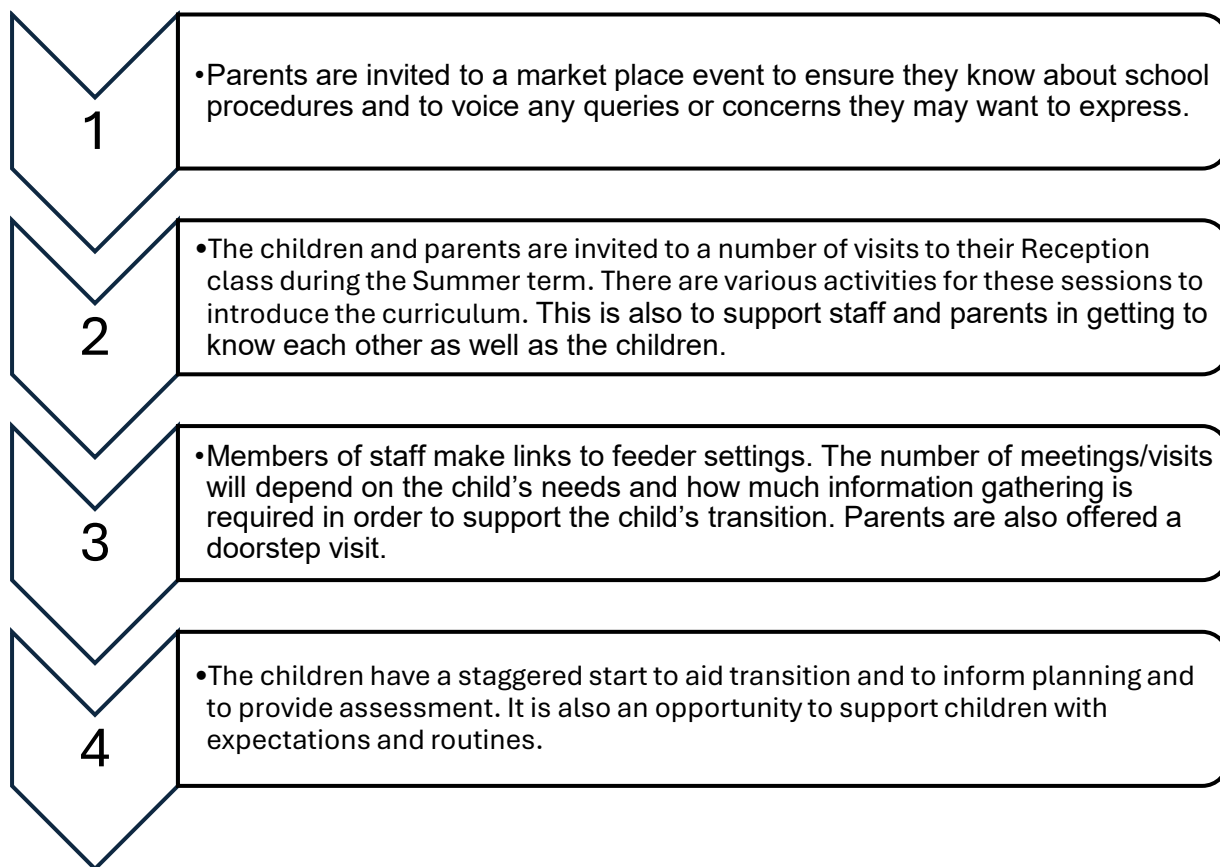
The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken.

Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.

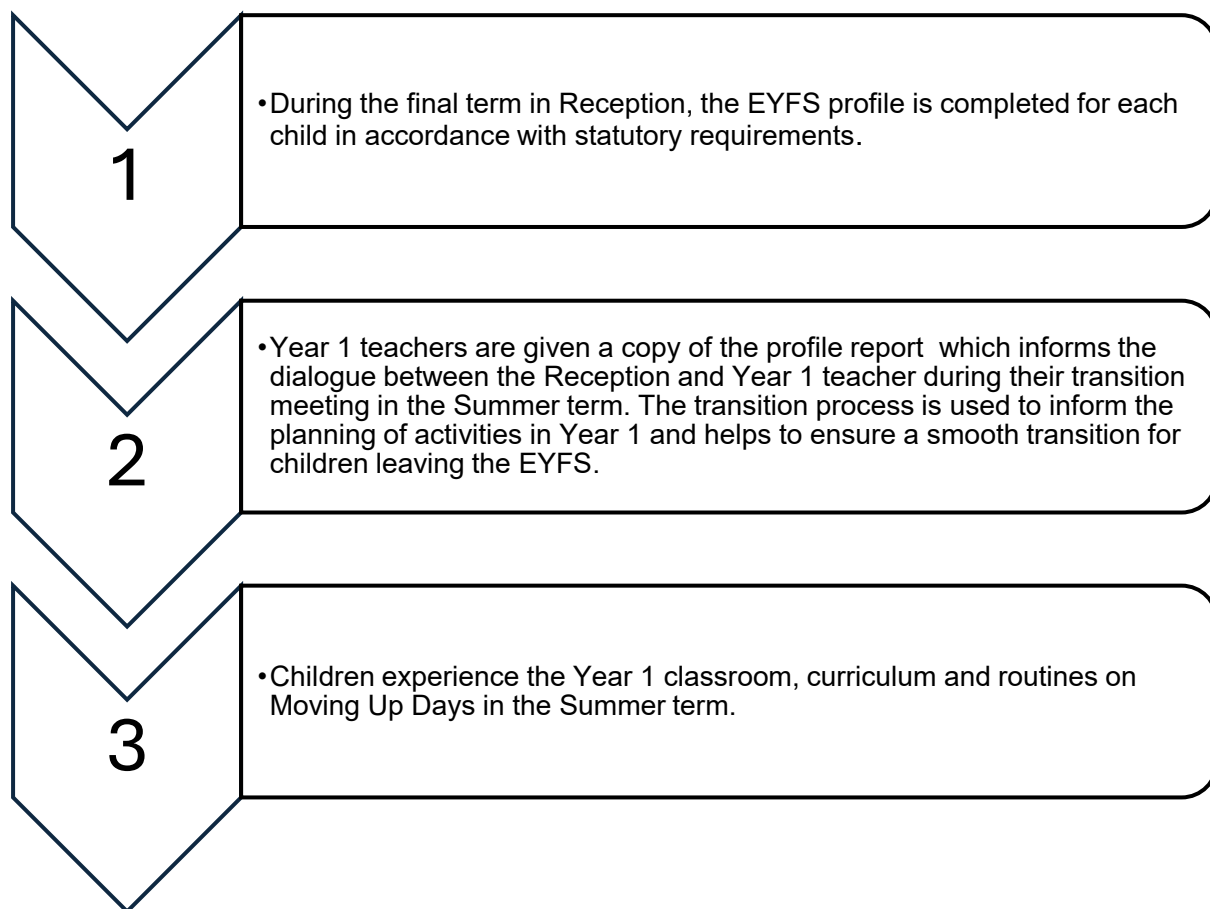
Any medication used by staff is securely stored in the school office.

10. Transition Periods

The following process is in place to ensure children's successful transition to Reception class:



The following process is in place to ensure children's successful transition to Key Stage 1:



11. Information and Records

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

The following information is recorded for each child:

- The child's name and date of birth
- The name and address of every parent or carer who is known to the school, and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer
- Funding arrangements

The following information about the school is 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

The following information is made available to parents:

- The school's privacy notice for parents and pupils
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Information about the policies and procedures in place in the school's EYFS

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

12. Roles and Responsibilities

The trustees of Epworth Education Trust:

- Hold overall responsibility for ensuring this policy is in place and compliant with statutory requirements.
- Ensure safeguarding is addressed, including: the action to take when there are safeguarding concerns about a child, use of mobile phones and cameras, and staff training requirements. These matters are covered in part in this policy and in further detail within each school's Child Protection and Safeguarding Policy and the Trust's Acceptable IT Usage Policy for Staff.
- Ensure there is a policy in place in the event of an allegation being made against a member of staff, as set out in the Trust's Allegations of Abuse Against Staff Policy.

The Local Advisory Board:

- Hold responsibility for monitoring the implementation of this policy in their school.
- Ensure the policy is applied fairly and does not discriminate on any grounds, including (but not limited to) ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

- Handle complaints regarding this policy, as outlined in the Trust's Complaints Procedures Policy.

The EYFS lead & Headteacher:

- Have joint responsibility for the day-to-day implementation and management of this policy.
- Ensure that all staff are aware of the policy, understand their responsibilities, and receive appropriate training and support.

All Staff (Including teachers, support staff and volunteers):

- Must familiarise themselves with and follow this policy at all times.
- Are expected to remain alert to any issues of concern in children and act in line with the school's safeguarding procedures.

13. Monitoring arrangements

This policy is reviewed annually by the Trust and adapted and adopted by the school local advisory board.

Any changes made to this policy will be communicated to all members of staff.

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

The next scheduled review date for this policy is Autumn 2026 or if there are any significant changes to the statutory guidance.

Appendix 1

Reception Class

EYFS Lead/Class Teacher: **Miss E Maguire** – Experienced Teacher, Qualified Teacher Status

Teaching Assistant Level 3: **Mrs K Storey** – BA Hons in Early Years Practice

DSL – Mrs S Taylor

DSL Deputies – Mrs Z Chalmers, Mrs J Dawes, Mrs B Hill

