



Eastnor Primary School

EYFS Policy

"Inspire and Achieve"



Let love guide your actions, thoughts and words.

Date	Review
September 2026	Updated and Approved LAB
September 2027	Date for review

1. Purpose and Scope

This policy sets out how Eastnor School meets the requirements of the Early Years Foundation Stage (EYFS) for children in Reception. should be read alongside the school's safeguarding and child protection, attendance, behaviour, SEND, first aid/medical needs, intimate care, educational visits, online safety and complaints policies.

The school is committed to providing a safe, welcoming, inclusive and stimulating environment in which every child can learn, develop and flourish.

2. Statutory Framework and Guidance

This policy has been prepared with regard to the statutory EYFS framework for group and school-based providers applying from 1 September 2026, Working Together to Safeguard Children 2026, and other relevant Department for Education and Ofsted requirements. Eastnor school will update this policy when statutory requirements change.

- Early Years Foundation Stage statutory framework for group and school-based providers.
- Working Together to Safeguard Children 2026.
- Keeping Children Safe in Education, where applicable to the school.
- Equality Act 2010 and the SEND Code of Practice.
- Health and safety, data protection and medicines legislation and guidance applicable to schools.

3. Aims of the EYFS

- Give every child the best possible start to school.
- Promote strong, secure relationships and positive partnerships with parents and carers.
- Provide high-quality learning through purposeful play, direct teaching, exploration and first-hand experiences.
- Recognise that every child is unique and develops at an individual rate.
- Identify additional needs early and provide appropriate support.
- Promote children's health, safety, wellbeing, independence and confidence.
- Ensure effective transition into Reception and onward into Key Stage 1.

4. The EYFS Principles

Practice is guided by the four overarching principles of the EYFS: the unique child; positive relationships; enabling environments with teaching and support from adults; and learning and development. Staff use their professional knowledge of individual children to ensure that provision is ambitious, inclusive and responsive.

5. Learning and Development

The curriculum is planned across the seven areas of learning and development.

Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Staff provide a balance of adult-guided and child-initiated learning, using the characteristics of effective teaching and learning to help children play and explore, learn actively, create and think critically. The curriculum reflects children's needs and interests while ensuring progression towards the Early Learning Goals.

6. Assessment

Assessment is primarily based on practitioners' knowledge of children gained through interaction, observation and engagement with their learning. Assessment should be proportionate and should not create unnecessary paperwork. Staff use assessment to identify children's achievements, next steps and any emerging needs.

The school completes statutory assessment requirements, including the Reception Baseline Assessment and EYFS Profile, in accordance with current requirements. Parents and carers are kept informed about their child's progress and development.

7. Inclusion, SEND and Equality

All children are valued and included. Reasonable adjustments are made where required so that children with SEND, disabilities, medical needs, English as an additional language or other additional needs can participate fully. The EYFS team works closely with the SENCO, parents/carers and relevant professionals to identify needs early and plan appropriate support.

8. Partnership with Parents and Carers

Parents and carers are recognised as children's first and most enduring educators. Eastnor promotes regular two-way communication, shares information about learning and development, and encourages families to contribute knowledge about their child's interests, achievements, needs and experiences.

Parents/carers must ensure that emergency contact information, medical information and details of adults authorised to collect their child are kept up to date.

9. Safeguarding and Welfare

Safeguarding is everyone's responsibility. All staff must take necessary steps to keep children safe and well, remain alert to signs of abuse, neglect, exploitation and other risks, and follow the school's safeguarding and child protection procedures immediately when concerns arise.

- The school has a Designated Safeguarding Lead (DSL): Sarah Tart and trained deputy: Nicola Harvey.
- Staff receive appropriate safeguarding induction, training and updates.
- Safer recruitment, suitability checks and supervision arrangements are followed.
- Concerns are recorded promptly and shared with the DSL.
- Information is shared with children's social care, police and other agencies when required to protect a child.
- Staff follow the Eastnor's procedures regarding allegations, low-level concerns and whistleblowing.
- The use of mobile phones, cameras and other devices is governed by school safeguarding procedures.

10. Attendance and Absence

Regular attendance supports children's learning, wellbeing and safeguarding. Eastnor maintains accurate attendance records and follows up unexplained or prolonged absence promptly. Patterns of absence are monitored because absence may be an indicator of safeguarding or welfare concerns.

- Parents/carers should notify the school promptly when a child will be absent and give the reason.
- Where an absence is unexplained, the school will make timely contact with parents/carers and, where appropriate, emergency contacts.
- Where contact cannot be established or concerns exist about the child's welfare, the DSL will consider further safeguarding action, including contact with other agencies or a welfare check.
- Safeguarding concerns arising from absence will be recorded and managed under the safeguarding policy.

11. Staffing, Supervision and Ratios

Eastnor ensures that staffing arrangements meet statutory requirements and that children are adequately supervised at all times. Staff are deployed according to children's needs, activities,

the environment and any identified risks. Required paediatric first-aid arrangements are maintained.

Children are within appropriate supervision and staff remain alert to entrances, exits, transitions between areas and access to outdoor provision.

12. Health, Safety and Risk Management

- Premises, equipment and outdoor areas are maintained in a safe condition.
- Appropriate risk assessment is used to identify and manage hazards.
- Children are taught age-appropriate ways to keep themselves safe.
- Suitable arrangements are in place for fire safety, evacuation and emergency situations.
- Food, drink, allergies and dietary requirements are managed safely.
- Children are appropriately supervised while eating.
- Hygiene, infection control, oral health and personal care are promoted.
- Any provision for sleep or rest follows current safer-sleep requirements.
- Eastnor has regard to children's screen use and ensures technology is used appropriately and purposefully.

13. First Aid, Accidents and Medicines

Eastnor follows statutory paediatric first-aid requirements and its First Aid/Medical Needs policy. Accidents and injuries are recorded and parents/carers are informed as required. Medicines are administered only in accordance with school procedures, with appropriate consent, records and storage arrangements. Emergency medication is readily accessible to trained staff where necessary.

14. Intimate Care and Toileting

Children are supported sensitively and respectfully with toileting and intimate care. Staff promote independence while recognising individual developmental and medical needs. Appropriate privacy, dignity, safeguarding and hygiene procedures are followed, and individual care plans are used where needed.

15. Behaviour and Emotional Wellbeing

Staff support children to understand feelings, develop self-regulation, build positive relationships and learn appropriate behaviour. Behaviour is managed consistently, calmly and in a developmentally appropriate way.

16. Arrival and Collection of Children

Children must be handed over to an appropriate member of staff at the start of the session and collected by a parent/carer or another adult authorised by the parent/carer. Eastnor maintains clear procedures for changes to collection arrangements.

- Parents/carers must tell the school if somebody different will collect their child.
- The school may use agreed passwords or other identity checks where appropriate.
- A child will not be released to an unauthorised person.
- If staff have concerns about the suitability or condition of an adult collecting a child, the child's safety will take priority and the DSL or senior leader will be contacted.
- Children will not normally be permitted to leave EYFS provision unaccompanied.

17. Uncollected Child Procedure

A child who has not been collected remains the responsibility of the school. The child will be reassured, appropriately supervised and kept in a safe place. Staff must never leave an uncollected child alone.

Procedure

1. At the end of the agreed collection period, check whether the school has received a message or change to collection arrangements.
2. Contact the child's parent/carer using the contact numbers held by the school.
3. If there is no response, contact other authorised adults and emergency contacts in the order recorded by the school.
4. Inform the Headteacher, DSL or other designated senior member of staff. Maintain suitable supervision and, where relevant, staffing arrangements.
5. Continue reasonable attempts to contact the family. Record calls, messages, times and decisions.
6. If the child remains uncollected and contact cannot be made, or if there are welfare/safeguarding concerns, the DSL/senior leader will follow local safeguarding procedures and seek advice from children's social care and/or the police as appropriate. The school will not simply send a child home with an unauthorised person.
7. The child must not be transported to a staff member's home or cared for privately by staff.
8. A full written record will be made of the incident and actions taken. Repeated late collection will be discussed with parents/carers and may lead to safeguarding or attendance action where appropriate.

Parents/carers are expected to provide at least two reliable emergency contacts wherever possible and to inform the school immediately of changes.

18. Missing Child Procedure

A child is considered missing when they cannot be located and their whereabouts cannot be established. Any report or suspicion that an EYFS child is missing must be treated as an emergency. The safety of the remaining children must also be maintained throughout the response.

Immediate action

9. The member of staff who identifies that a child may be missing immediately alerts the EYFS lead and Headteacher/DSL and states the child's name, last known location and time last seen.
10. Check the register and confirm that the child was present and has not been legitimately collected, transferred to another supervised area, or recorded incorrectly.
11. Initiate an immediate, systematic search of the setting, including toilets, cupboards or secluded areas, outdoor areas, entrances, exits and other places a child could access. Staff should not place themselves or other children at risk.
12. Secure entrances and exits where this can be done safely, preserve supervision of all other children and maintain required staffing arrangements.
13. Check with relevant staff, visitors and reception/office staff and review available information such as signing-out records.
14. If the child is not located immediately, the Headteacher/DSL or delegated senior leader will contact the police without avoidable delay. The child's age and vulnerability mean that a missing EYFS child requires an urgent response.
15. Parents/carers will be informed promptly by the Headteacher/DSL or nominated senior leader. Staff should agree who will maintain contact so that information is accurate and consistent.
16. Eastnor will follow police instructions, provide an up-to-date description and relevant information, and keep an accurate chronology of events, searches, calls and decisions.
17. When the child is found, their immediate health and emotional needs will be addressed. Parents/carers and police will be informed promptly, and medical attention will be sought if required.
18. The DSL will consider whether the incident raises a safeguarding concern requiring referral to children's social care or another agency.

After a Missing Child Incident

- The Headteacher/EYFS Lead will conduct and record a full review of the circumstances.
- Relevant risk assessments, security arrangements, staffing/deployment and procedures will be reviewed immediately.
- Staff involved will be supported and debriefed appropriately.

- Parents/carers will be kept informed of relevant findings and actions, subject to safeguarding and investigation requirements.
- Eastnor will make any statutory notifications required, including to Ofsted where the school's registration and the circumstances require this, within the applicable timescale.
- Records will be retained securely in accordance with safeguarding and data-protection requirements.

19. Missing Child During an Outing or Educational Visit

The educational visits policy and visit-specific risk assessment apply in addition to this procedure. Regular headcounts and registers must be used, and children must know which adults are responsible for them.

- Alert the visit leader immediately and establish the child's last known location.
- Ensure the remaining children are safely supervised; do not compromise their safety to conduct a search.
- Carry out an immediate search of the immediate area using available responsible adults.
- Notify site security/management where relevant.
- If the child is not located immediately, contact the police without avoidable delay and inform the school Headteacher/DSL.
- Inform parents/carers promptly through the agreed senior leader/visit leader arrangements.
- Follow police instructions and maintain a written chronology.
- Review the visit risk assessment and procedures following the incident.

20. Outings and Educational Visits

Outings are planned and risk assessed appropriately. Staff consider transport, supervision, ratios, first aid, emergency arrangements, individual medical/SEND needs, toilet arrangements, headcounts and safeguarding. Parent/carer consent is obtained where required by school procedures.

21. Mobile Phones, Cameras, Images and Screen Use

Personal devices are managed in accordance with Eastnor's safeguarding and acceptable-use arrangements. Images of children are taken, stored and used only for legitimate educational purposes and in line with data-protection and consent arrangements. Technology and screens are used intentionally and in ways that support children's learning, development and wellbeing.

22. Information and Records

The school maintains records required for children's safety, welfare, learning and development. Information is accurate, secure and accessible only to those with a legitimate need.

Confidentiality does not prevent information being shared when necessary to safeguard a child.

23. Complaints

Concerns should normally be raised with the class teacher/EYFS Lead in the first instance. Formal complaints are managed through Eastnorl's complaints procedure. Where an issue relates to safeguarding, it will be dealt with under safeguarding procedures rather than waiting for the complaints process.

24. Roles and Responsibilities

Governing Body

- Ensures appropriate oversight of statutory EYFS requirements.
- Reviews relevant policies and monitors safeguarding and educational provision.

Headteacher

- Ensures this policy is implemented.
- Ensures appropriate staffing, training, safeguarding and resources.
- Ensures serious incidents and statutory notifications are managed appropriately.

EYFS Lead

- Leads high-quality EYFS practice and curriculum provision.
- Supports staff development, assessment and partnership with families.
- Monitors the effectiveness of procedures and provision.

All Staff

- Know and follow this policy and associated procedures.
- Maintain children's safety and appropriate supervision.
- Report safeguarding and welfare concerns immediately.
- Maintain accurate records and professional confidentiality.

Parents and Carers

- Provide accurate, current contact and medical information.
- Inform the school of absence and collection changes.
- Collect children promptly and ensure authorised collectors are suitable.
- Work in partnership with the school to support children's learning, safety and wellbeing.

25. Monitoring and Review

This policy will be reviewed at least annually and sooner if statutory guidance changes, the school's provision changes, or an incident identifies a need for revision. Staff will be informed of changes and relevant procedures will be included in induction and training.

26. Related School Policies

- Safeguarding and Child Protection Policy
- Attendance Policy
- SEND Policy
- Behaviour Policy
- First Aid / Supporting Pupils with Medical Conditions Policy
- Intimate Care Policy
- Educational Visits Policy
- Online Safety / Acceptable Use Policy
- Staff Code of Conduct
- Health and Safety Policy
- Complaints Policy
- Data Protection

27. Key External References

Department for Education, Early Years Foundation Stage (EYFS) statutory framework for group and school-based providers, version applying from 1 September 2026.

Department for Education, Working Together to Safeguard Children 2026.

Department for Education, Help for Early Years Providers: safeguarding requirements and changes to the EYFS from 1 September 2026.

Ofsted, guidance on significant events and serious childcare incidents, where applicable to the provider.