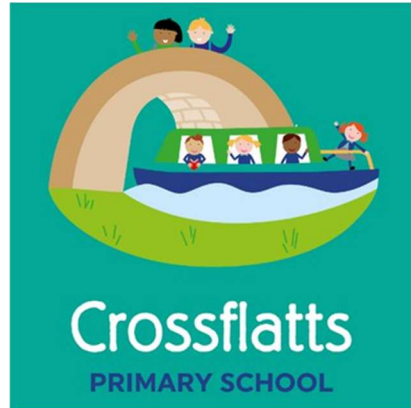


Our Vision and Values

'Come as you are and leave at your best'

'We are a family, who learn how to flourish and then fly high.'



Early Years Policy

Date policy last
reviewed:

September 2026

Signed by:

Nicola Bennett

Headteacher

11-09-2026

Date:

Mary Morgan

Chair of governors

11-09-2026

Date:

Policy Statement

At Crossflatts Primary School, we are committed to providing a safe, inclusive, nurturing and stimulating environment in which every child can flourish and achieve their full potential. We recognise that children learn best when they feel secure, valued and supported through positive relationships with adults and peers.

Our Nursery and Reception classes follow the requirements of the Early Years Foundation Stage (EYFS) Statutory Framework and place children's welfare, safeguarding, learning and development at the centre of all practice.

Legal Framework

This policy has due regard to:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- EYFS Statutory Framework (September 2026)
- EYFS Profile Handbook
- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children 2026
- Human Rights Act 1998
- Children Act 1989 and 2004

Aims

We aim to:

- Provide high-quality education and care.
- Promote children's welfare, health and safety.
- Support children to become confident, resilient and independent learners.
- Foster positive and respectful relationships.
- Promote equality, diversity and inclusion.
- Work in partnership with parents and carers.
- Identify needs early and provide appropriate support.
- Prepare children effectively for later learning and transition to Key Stage 1.

The EYFS Principles

Our practice is based upon four guiding principles:

A Unique Child

Every child is a competent learner who can be resilient, capable, confident and self-assured.

Positive Relationships

Strong, caring relationships are fundamental to children's wellbeing and development.

Enabling Environments

Children learn best in environments that respond to their individual needs and interests.

Learning and Development

Children develop and learn at different rates and should be supported through rich play and meaningful experiences.

Curriculum and Learning

The curriculum is carefully designed to support progress across the seven areas of learning.

Prime Areas

Communication and Language

Children are supported to listen, understand and communicate effectively.

Physical Development

Opportunities are provided daily to develop:

- Gross motor skills
- Fine motor skills
- Coordination
- Stamina
- Independence in self-care

Personal, Social and Emotional Development

Children are supported to:

- Manage emotions
- Build relationships
- Develop self-confidence
- Show resilience and independence

Specific Areas

Literacy

Children develop skills in reading, comprehension, writing and phonics.

Mathematics

Children develop understanding of number, pattern, shape, measure and mathematical reasoning.

Understanding the World

Children learn about people, communities, technology, the natural world and past and present events.

Expressive Arts and Design

Children explore creativity through music, movement, role play, art and design.

Teaching and Assessment

Learning is supported through:

- Play-based experiences
- Child-initiated opportunities
- Adult-directed teaching
- Continuous provision
- Indoor and outdoor learning

Assessment is ongoing and informs future planning. Practitioners gather evidence through:

- Observation
- Discussion
- Children's work
- Parent contributions
- Professional judgement

Reception children participate in the Reception Baseline Assessment, and the EYFS Profile is completed at the end of the Reception year.

Inclusion, Equality and SEND

We are committed to ensuring equitable access to education for all children.

We will:

- Value diversity and celebrate difference.
- Make reasonable adjustments for children with disabilities.
- Remove barriers to participation and learning.
- Identify additional needs early.
- Work collaboratively with families and external services.

The SENDCo oversees support for children with special educational needs and disabilities through a graduated approach of Assess, Plan, Do, Review.

Safeguarding and Child Protection

Safeguarding is everyone's responsibility.

The school will:

- Maintain a culture of vigilance.
- Follow local safeguarding procedures.
- Act immediately on concerns regarding a child's welfare.
- Work effectively with external agencies.
- Ensure safer recruitment procedures are followed.
- Provide regular safeguarding training for staff.

All concerns will be reported to the Designated Safeguarding Leads (DSL).

Health, Safety and Welfare

The welfare of children is paramount.

The school will ensure:

- Safe and secure premises.
- Appropriate adult-to-child ratios.
- Daily risk assessments.
- Regular equipment checks.
- Suitable first aid arrangements.
- Effective supervision throughout the day.

At least one person with current paediatric first aid qualifications will be available whenever children are present.

The school is committed to safeguarding the dignity, rights, privacy and wellbeing of all children who require assistance with intimate care.

The school will:

- Work in partnership with parents and carers to ensure individual care needs are met appropriately.
- Obtain appropriate consent where required.
- Respect children's privacy and dignity at all times.
- Follow agreed care plans and risk assessments where necessary.
- Maintain appropriate records of intimate care provided.
- Ensure staff receive appropriate guidance and training.

Children will be encouraged to develop independence in personal care skills according to their age, stage of development and individual needs.

Promoting Healthy Lifestyles

Children are encouraged to:

- Eat healthy and nutritious food.
- Drink water regularly.
- Engage in daily physical activity.
- Practise good hygiene.
- Develop positive habits that support lifelong wellbeing.

Safer Sleeping Procedures

Although children in Nursery and Reception do not routinely sleep within the school day, provision will be made for children who require rest, who are unwell, or who have specific medical or developmental needs.

The school is committed to implementing safer sleeping practices and will:

- Discuss sleep requirements with parents and carers during admission and induction.
- Maintain appropriate records where individual sleep arrangements are required.
- Ensure sleeping children are supervised appropriately and checked regularly.
- Maintain a comfortable room temperature and well-ventilated environment.
- Ensure children sleep on suitable sleep mats or designated resting areas.
- Position children on their backs when sleeping, unless a healthcare professional provides alternative written advice.
- Ensure sleeping areas are free from hazards.
- Remove bibs, necklaces, cords or items that may present a risk before rest periods.
- Record significant sleep periods where relevant.

Children who fall asleep unexpectedly because of illness, injury or unusual tiredness will be monitored closely and parents will be informed.

Any concerns regarding a child's health or sleeping patterns may be discussed with parents and appropriate professionals where necessary.

Screen Time and Technology Use

Technology can support learning when used appropriately and purposefully.

The school recognises the importance of balancing technology use with:

- Physical activity
- Social interaction
- Outdoor learning
- Play-based experiences
- Direct adult-child interactions

Mobile Phones, Cameras and Digital Devices

- The school recognises its responsibility to safeguard children from the risks associated with the inappropriate use of mobile phones, cameras and digital devices.
- To safeguard children:
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- Staff will not use personal mobile phones or devices in areas where children are present unless authorised by senior leaders in exceptional circumstances.
- Personal mobile devices will be stored securely during teaching sessions.
- Photographs and videos of children will only be taken using authorised school equipment.
- Images will be stored securely and used only in accordance with parental permissions and data protection requirements.
- Visitors, volunteers and contractors must follow school procedures regarding the use of cameras and mobile devices.
- Any concerns regarding the misuse of technology or digital safeguarding will be reported immediately to the Designated Safeguarding Lead (DSL).

Educational Use

Screen-based technology will be used only when it:

- Supports learning outcomes.
- Enhances children's understanding.

- Promotes communication, creativity or problem-solving.
- Is age-appropriate and carefully supervised.

Examples include:

- Interactive whiteboards
- Tablets used for specific educational activities
- Digital storytelling
- Research linked to children's interests

Managing Screen Time

Staff will:

- Limit unnecessary screen exposure.
- Ensure screen use does not replace active learning experiences.
- Encourage regular movement and physical activity.
- Avoid prolonged periods of passive screen viewing.
- Monitor children's engagement and wellbeing.

Online Safety

Children will be taught age-appropriate online safety through:

- Supervised use of technology.
- Discussions about safe behaviour online.
- Learning how to seek adult help when concerned.

The school's filtering and monitoring systems will meet statutory safeguarding requirements.

Photographs, videos and digital records will be stored securely and processed in accordance with UK GDPR and the Data Protection Act 2018.

Behaviour and Self-Regulation

Positive behaviour is promoted through:

- Secure relationships

- Consistent expectations
- Positive reinforcement
- Modelling respectful interactions

Children are supported to:

- Understand emotions
- Develop self-regulation
- Resolve disagreements positively
- Demonstrate kindness and empathy

Physical intervention will only be used as a last resort to prevent injury or serious damage and will be recorded and reported appropriately.

Partnership with Parents and Carers

Parents and carers are children's first educators.

We foster strong partnerships through:

- Induction meetings
- Parent consultations
- Learning journals and communications
- Workshops and information sessions
- Regular opportunities to share achievements

We value parental contributions and encourage ongoing communication regarding children's development and wellbeing.

Confidentiality and Data Protection

The school handles personal information in accordance with UK GDPR and the Data Protection Act 2018.

We will:

- Keep information secure.
- Limit access to authorised personnel.
- Share information lawfully and appropriately.
- Maintain accurate records.

Information may be shared without consent where safeguarding concerns exist or where there is a legal obligation to do so.

Attendance and Punctuality

Regular attendance and punctuality are essential to support children's learning, development, wellbeing and social relationships.

The school will:

- Promote the importance of good attendance from the earliest stage of education.
- Monitor attendance and punctuality regularly.
- Work in partnership with parents and carers to support regular attendance.

Follow the school's Attendance Policy and Local Authority procedures.

- Identify and address barriers to attendance at an early stage.
- Make reasonable adjustments and provide support where attendance is affected by medical, developmental or additional needs.
- Parents and carers are expected to notify the school on the first day of any absence and maintain communication throughout extended absences where appropriate.
- Unexplained absences will be followed up promptly in accordance with safeguarding procedures. Where attendance concerns indicate a potential welfare issue, the matter will be referred to the Designated Safeguarding Lead (DSL).

Transition Arrangements

Transitions are carefully planned to support children's emotional wellbeing and continuity of learning.

This includes:

Home to Nursery

- Parent meetings
- Settling-in visits

- Information sharing

Nursery to Reception

- Transition visits
- Shared assessments
- Discussions between staff

Reception to Year 1

- Joint learning opportunities
- Visits to Year 1 classrooms
- Transfer of assessment information
- Meetings between staff

Monitoring and Review

The Headteacher, Early Years Leader and Governing Body will monitor the effectiveness of this policy through:

- Learning walks
- Safeguarding monitoring
- Staff discussions
- Parent feedback
- EYFS outcomes

This policy will be reviewed annually or sooner in response to changes in legislation, statutory guidance or local need.

Policy Lead (EYFS): Rebecca Petrie

Headteacher: Nicola Bennett

Chair of Governors: Mary Morgan

Review Date: September 2027

Next Review Due: September 2028