INSPIRE NURTURE BELIEVE ACHIEVE

*Working **together** to be the **best** that we can be.*

Happiness | Perserverance | Resilience | Kindness | Friendship | Respect

THE NIDD WHARFE FEDERATION

# Early Years Foundation Stage (EYFS) policy

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

## 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for 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
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

In the **NIDD WHARFE FEDERATION,** we provide a high-quality EYFS education giving children a secure and confident start to their school life. We are committed to nurturing a lifelong love of learning alongside the aims of the EYFS Statutory Framework. We strive for high standards, consider the development of the whole child, and seek to foster resilience and independence. We are inclusive and welcoming to all. Christian values are embedded in our school values and we embrace the community and the teaching of all faiths. We aim to provide the essential knowledge that children need to prepare them for their future success and to give children the best possible start to their early education.

- To deliver a broad, balanced, well-planned and sequenced program to ensure statutory coverage and beyond that builds on what the children already know and want to learn about.
- To provide effective teaching and learning experiences within a mixed age class through cross curricular/multi area links when appropriate.
- To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points, ensuring that parents play a full and active part in the education of their children.
- To provide a high-quality EYFS education in an atmosphere in which the child feels secure, valued, happy and confident, giving children a secure and confident start to their school life
- To be inclusive and welcoming to all and aim to reduce disadvantage.
- To provide a curriculum that broadens minds and children's outlook on life and provides experiences of awe and wonder through first-hand experiences, play and talk.
- To develop knowledge and understanding of the community and wider world.
- To respond to children's interests whilst ensuring progression through the intended curriculum.
- To create safe indoor and outdoor environments which support learning.
- To prepare all children to reach the Early Learning Goals at the end of the Foundation Stage and ensure children make good progress from their starting points.

Children will be encouraged to:

- Develop their personal, social, and emotional well-being, providing opportunities for each child to become a valued member of the group.
- Develop their independence.
- Develop their social skills so that they can co-operate with, and listen to, each other.
- Develop their language and communication skills, enabling them to communicate in a variety of different situations and to extend their vocabulary and listening skills.
- Develop their attention skills and persistence, in particular the capacity to concentrate on their own, or group tasks.
- Be healthy individuals who can take care of their own health and hygiene.
- Develop their knowledge and understanding within each of the seven areas of learning and development within the Early Years Foundation Stage.
- Develop the characteristics for effective learning.

## Personal Development

To support children's skills in the prime area of PSED, we aim to promote an understanding of people, different cultures and communities beyond their own. Through PSHE lessons and learning opportunities we teach the language of feelings to develop emotional literacy and support emotional security through regular circle time sessions, discussions, modelled behaviour, and provision of a safe learning environment. By focusing on the characteristics of effective learning, we strive to promote resilience, motivation and appropriate risk taking and problem solving. This supports the child's independence and builds on key skills that they will need throughout their life.

In the **NIDD WHARFE FEDERATION** we teach children about how to keep themselves healthy through good hygiene, healthy eating, exercise and being kind to others. Children are taught about how to keep themselves safe online, in the home, and how to behave around things that may be harmful to their health. We have visitors from the community such as the fire brigade, the local GP, dentist/dental nurse or the NSPCC to talk to use about these issues.

Oral Health is included in the EYFS framework

It is imperative that good oral health habits need to be formed from the earliest age. Tooth decay is largely preventable, but it's still a serious problem among young children. Nearly a quarter of 5-year-olds in England have tooth decay, with 3 or 4 teeth affected on average. Tooth extraction is one of the most common procedures for children under 6 in hospital. Extraction is also the most common reason for hospital admission for children aged 6 to 10. Children from more deprived backgrounds are more likely to have tooth decay. Children who have toothache, or need treatment, may have pain or infections. This can have a wider effect and lead to problems eating, sleeping, socialising and learning.

To support children with oral health, we plan activities such as playing with dolls or soft toys and brushing their teeth, reading stories about teeth and smiles, talking about healthy food and drinks that help to grow strong teeth, and those that do not and encouraging them to look at their own and each other's teeth, using mirrors. We talk about tooth brushing with fluoride toothpaste and give parents and carers knowledge and practical advice to support oral health at home. We also arrange with our local dentists for them to visit, during the visit we provide toothbrushing kits and show toothbrushing routines. Our three schools are taking part in the **Tooth Brushing and Fluoride Varnish Programme** which aims to improve the dental health of local children. The programme provides a dentist/therapist to come into school annually to check the children's teeth and apply fluoride varnish every six months. This dental assessment does not replace the child's usual check-up and parents will be informed if the child needs to see their usual dentist before the next scheduled appointment.

https://help-for-early-years-providers.education.gov.uk/safeguarding-and-welfare/oral-health

## Cultural Capital

While the national curriculum does not apply to early years provision, we believe that the phrase is equally applicable. Cultural capital is the essential knowledge that children need to be educated citizens. Cultural capital is the essential knowledge that children need to prepare them for future success. Some children arrive at an early years setting with different experiences from others, in their learning and play. Our curriculum and interactions ensure that children experience the awe and wonder of the world in which they live through the seven areas of learning.

To do this we plan our curriculum so that it can:

- Broaden minds and children's outlook on life
- Provide experiences of awe and wonder
- Reduce disadvantage
- Consider children's backgrounds and experiences
- Develop knowledge and understanding of the community and wider world.

**Inclusion and Equal Opportunities**

We have a responsibility to ensure positive attitudes to diversity and difference.

We support each child's needs by:

- removing or helping to overcome barriers where these already exist
- being alert to the early signs of needs that could later lead to difficulties and responding quickly and appropriately, involving other agencies as required
- stretching and challenging all children

## 2. Legislation

This policy is based on the Department for Education's, *EYFS statutory framework for group and school-based providers* effective from **1 September 2026**.

## 3. Structure of the EYFS in the NIDD WHARFE FEDERATION:

At Admiral Long and Sicklinghall, the EYFS are part of a three cohort class which includes EYFS, Year One & Year Two. At Goldsborough, the EYFS are part of a two cohort class made up of EYFS and Year 1. In each class, there is a Class teacher and other General Teaching Assistants to support the three cohorts and children with additional SEND needs.

Staff are organised to support the children in a balance of adult-led and child-initiated experiences throughout the sessions and the EYFS children have free flow access to outdoor learning and provision. The experienced teams plan a variety of exciting learning opportunities each day as well as responding to unplanned themes or topics that interest the children.

Children will have access to a range of resources to include:

- A well-equipped classroom with opportunities for independent learning to promote each of the seven learning and development areas of the Early Years Foundation Stage.
- A wide variety of activities including sand, water, large and small-scale construction, malleable play, role-play, mark-making, small-world play, technology, information technology, painting, collage, model-making, reading, maths and investigation.
- A safe and secure outdoor learning environment to complement and extend the learning that takes place within the classroom and further support children's physical development.
- Teacher-produced resources.
- Computers, interactive smart boards.
- Practical apparatus.

## 4. Curriculum

The Early Learning Goals (ELGs) are the knowledge, skills and understanding which young children should have acquired by the time they reach the age of five. There are three prime areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- There are four specific areas of learning:
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In addition, the 'Characteristics of Effective Teaching and Learning' underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The Characteristics of Learning are:

- Playing and exploring-engagement
- Active learning-motivation
- Creating and thinking critically

We strive for our children to develop effective characteristics of learning which will enable them to become learners for life. Children will play and explore their environment showing engagement by:

• finding out and exploring
• play with what they know
• be willing to 'have a go'

Children will be active learners, showing motivation by:

• being involved and concentrating
• keeping on trying
• enjoying achieving what they set out to do

Children will be creators and think critically by:

• having their own ideas
• making links
• choosing ways to do things

As adults we support our children by:

• fostering a desire to learn by nurturing active questioning and an awareness of the world around them.
• encouraging children to express their thoughts and ideas in a variety of situations.
• helping children to become competent speakers and listeners.
• developing confidence by praising success and encouraging effort.
• learning through play and experience learning first hand.

**Children's Screen Use**
The Federation recognises its duty to have regard to the Department for Education guidance on children's screen use in early years settings. Technology is used purposefully to enhance learning and is not a substitute for active play, exploration, physical activity, social interaction, communication or direct teaching. Screen use is carefully considered, age-appropriate, and supports educational outcomes and children's wellbeing.

### 4.1 Planning

In the **NIDD WHARFE FEDERATION** our curriculum follows the guidance set out in the Early Years Foundation Stage. Our children's learning experiences enable them to develop competency and skill across a number of learning areas. The Early Learning Goals form part of the National Curriculum and are in line with the objectives stated in the Primary Framework for Literacy and Mathematics. The children's interests inform planning for both groups and individuals. Our medium-term planning is completed half-termly which identifies the intended learning for children working towards the Early Learning Goals.

Our planning focuses on the children's needs, their interests, and their stages of development. We seek opportunities to make links between the areas of learning and plan next steps accordingly. As some classes are mixed age, we follow themes or topics that link in with the Year One curriculum. This planning successfully embeds the EYFS curriculum in an exciting and age-appropriate way whilst giving EYFS children a taste of some foundation subjects before they transition into Year One.

Our teachers have taken advice from the report on building strong foundations in the first years (based on research) October 24. The report examines how schools secure the foundational

knowledge and skills that every child needs by the end of key stage 1 to give them the best chance of educational success.

https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school

We identify clearly the knowledge that children need to learn during Reception and key stage 1 and ensure our curriculum is not overloaded with activities so that the focus is on helping children to build fluency in foundational knowledge and skills. We allocate time for children to practice what they have been taught so that they remember it. The teaching of reading and early phonics is sequenced and taught well as we understand the important role of systematic synthetic phonics in early reading. We have strong assessment in place and behavior for learning is effective so that the children can be the best that they can be. We give children enough teaching and practice for them to become fluent in foundational knowledge and skills, such as in handwriting and composing simple sentences. Building fluency in foundational knowledge allows children to succeed and therefore grow in confidence. So we ensure that we do not introduce complex tasks too early. Children are taught foundational knowledge properly, such as:

how to compose simple sentences orally

how to hold a pencil correctly and form letters and numbers

how to spell

how to become a fluent reader

We understand that language is the bedrock of thinking and learning and it is a priority in the curriculum. In order to write, children need to be able to compose orally (that is, to say out loud what they want to write). They also need to know how to spell, form letters and punctuate correctly. Our curriculum sequences this knowledge coherently and sequentially. We teach handwriting in phonics sessions as well as in the environment all around with a focus on letter formation and fluency so that children learn the basics of letter formation that establish the foundations for speedy and fluent handwriting later on.

We deliver the curriculum through planned, purposeful play as well as adult-directed learning to enable the children to build on what they already know. In class the children may be taught as a whole class, in their year groups, in small groups or individuals to ensure that all children are progressing from their own individual starting point. There is a focus on the skills and the learning taking place rather than the finished product.

Teachers will:

- Aim to develop the personal, social, and emotional well-being of the children, providing opportunities for each child to become a valued member of the group.
- Plan differentiated and challenging learning opportunities that reflect upon children's prior knowledge, understanding and skills.
- Ensure opportunities for cross-curricular learning are considered and applied where possible.
- Develop positive attitudes and dispositions towards learning, in particular enthusiasm for learning.
- Assess pupils regularly and record progress using Seesaw, observations, and teacher assessment.
- Use assessment information together with information gathered from parents to inform future planning.
- Involve parents in their child's learning and development, through regular meetings, discussions and comments on Seesaw.
- Ensure the classroom is safe and secure, provides opportunities for stimulating and purposeful learning to take place.
- Ensure that our learning environment, both indoors and outdoors, encourages a positive attitude to learning.
- Plan for our indoor spaces so that children can independently access a variety of resources and an appropriate range of activities are provided. The outdoor space is planned to give children opportunities for doing things in different ways on different scales. We use materials and equipment that reflect both the community that the children come from and the wider world.

Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with the SENCO and where appropriate, relevant services from other agencies.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.
Young children are also still developing executive functioning skills, such as being able to focus their attention. In lessons the children are taught routines that help them take part, such as turning to talk to a partner, or routinely repeating letter sounds, key words and phrases. This helps them to focus on and remember what they are learning. This reduces cognitive load, because they do not need to use working memory to anticipate what might happen next: they are familiar with the lesson's structure, routines and opportunities for repetition.

**4.2 Teaching**

We encourage the children to guide us in shaping their learning experiences. The team discuss with the children about what they are interested in and which skills they would like to develop further. Children are encouraged to bring books and resources that interest them into school to share with their peers. In addition, we use parent observations on Seesaw/in planners to learn more about the children's likes and dislikes. We develop children's curiosity and encourage inquisitiveness and a hunger for learning and find ways to answer the children's many questions.

We provide a challenging, exciting, and attractive learning environment that offers high-quality opportunities for the children to learn through play within the classroom and outside. The classes have continuous provision that is designed to offer practical, open-ended learning opportunities where children are enabled to think creatively and imaginatively. The children are supported to explore how resources can be adapted and use their skills in a variety of contexts. We develop problem-solving skills through open-ended tasks and encourage children to share their thinking with others.

Prior to a child starting in the Foundation Stage, the class teacher will contact the child's childcare provider (if applicable) in order to gain as much information about the child as possible.

The Foundation Stage children are taught in whole group and small group sessions, which increase in frequency and duration as they progress through the EYFS. The day consists of daily phonic sessions, Mathematics and Literacy. The teaching is based around the seven areas of learning specified in the Early Years Foundation Stage document. They will also take part in a weekly RE lessons.

The curriculum is delivered using a play-based approach as outlined by the EYFS – allowing a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further. Through this curriculum the children will be well-equipped to make a smooth transition into the Key Stage One curriculum from the Foundation Stage.

In the teaching sessions teachers will:

- Share clear learning objectives with the children.
- Refer to prior teaching and learning.
- Maintain good pace and use effective questioning.
- Use stimulating and high-quality resources.
- Engage pupils in challenging differentiated activities using a range of resources.
- Use published materials and the Early Years Foundation Stage document to support their teaching.
- In addition to these areas of learning.

Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. Therefore, we follow the Early Excellence pedagogy and we have environments that provide continuous provision. Each learning area has cross-curricular resources, which children can access independently throughout the day. The classroom and outdoor area are also set up with

areas of learning, offering continuous provision to build upon and deepen experiences and learning from Nursery. Continuous provision provides children with stimulating, active play to encourage creative and critical thinking alongside other children, as well as on their own. Children are able to practice skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interest, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child-initiated play through observing, modelling and questioning. They teach and extend play whilst developing skills and language. We understand that outdoor play is of equal importance as indoor play and that the outdoor classroom offers children 'bigger', 'louder' and 'messier' experiences. We therefore aim to offer free flow access to our outdoor learning areas throughout the school day.

We ensure that there is a balance between adult led and child-initiated activities across the day. We believe that even during child-initiated activities the adults' role and interaction with the children is essential as this helps to build the children's understanding and so guides new learning. The role of the adult is to continually model, demonstrate and question what the children are doing, either through participation in the children's game or encouraging the children to participate or complete a task with the adult. The children are taught through a number of different strategies that are both Early Years based as well as direct teaching and other more investigative project-based learning approaches.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

### 4.3 Vocabulary

In EYFS, supporting children's communication and language is a prime area. The EYFS team always strive to use language effectively, engaging in dialogue with children, watching, listening, and responding to children whilst modelling language well. We read aloud and tell stories to children daily and use a book focus each week to engage the children in their spoken language and their use of storyteller language. We encourage children to sing songs, nursery rhymes many times a day and use songs to embed key knowledge and skills. The staff aim to encourage children to express their thoughts and use new words and encourage children to speculate and test ideas through trial and error. We model appropriate vocabulary acting as an excellent role model for children and encourage children to explore and solve problems either independently or with their peers.

For children whose home language is not English, teachers will 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. Children's home language will be valued and supported as part of their identity whilst ensuring opportunities are provided for children to develop their English language skills.

## 5. Assessment

The Early Learning Goals form part of the statutory EYFS framework and provide the basis for assessment at the end of Reception. Ongoing assessment is an integral part of the learning and development processes. It is an essential and important part of the Early Years for children's learning and development. This involves practitioners observing children in a variety of opportunities to gain an understanding of each child's level of understanding. This happens throughout any taught session as well as during free exploration times when children are embedding and extending any previous learning. These observations and assessments will then be used to shape and alter any future learning. The EYFS team use a range of strategies to gather information about the children's learning and development. The adults use observation as our main form of assessment, and 'wow' moments are recorded in a learning journal online. The children's learning is monitored and observed through photographs, notes & videos as well as recorded in books or files or on display in the classroom.
The staff watch the children interacting through their play & learning and assess the children using non-statutory DfE guidance (Development Matters September 2023) https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matte

rs_Report_Sep2023.pdf and Birth 2 Five non-statutory guidance or OPAL. We currently use an online learning journal called 'Seesaw.' The photographs and observations we take are added to the children's folders each week for different areas of learning. Seesaw is a secure online tool which builds on children's experiences during their time with us. Seesaw has a feature which enables parents to view work from school and find out how their child is doing online. It also enables parents to share pictures, videos with school to inform our planning and assessments of children. Seesaw information is stored on a highly secure server which is monitored closely, and the software can be accessed from a desktop PC or via smartphone app for Android and Apple devices. Keeping children safe online is extremely important to us therefore we ask parents to sign an agreement and other information to show that they understand and agree with our guidelines whilst using Seesaw. Observations are completed individually and in groups and by all members of the EYFS staff.

There is also a system of moderation in place to ensure results are accurate. This is done by moderating between our three schools, within clusters of schools and at a county level sometimes with an external moderator.

During the first few weeks of the Autumn term the class teacher completes their own baseline assessment on each child to decide which age range of 'Development Matters' they are working on in each area of the curriculum. This allows learning opportunities to be pitched appropriately and as well as providing a baseline of the children's attainment. This information is closely monitored to ensure that all children are making good progress. Towards the end of each half term, the class teacher uses Seesaw and teacher assessment to record how well the children are progressing in each area of the curriculum and which areas we need to work on next. Tracking progress half termly enables staff to monitor the progress the children are making in all areas and check the coverage of all areas of the curriculum.

Additionally, within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

Judgements against the Early Learning Goals (statutory framework) are based on observations, evidence in books and discussions with all staff involved with the child.

The results of the Profile and a commentary on each child's skills and abilities are shared with parents and carers via a report. After this, there is an opportunity to meet the class teacher to discuss the report. The EYFS profile results are reported to the local authority, who monitor and moderate the judgements made.

Monitoring and Evaluation

Medium term and weekly plans are monitored by the Headteacher. This may or may not be requested.

The Headteacher and the Early Years leader regularly observe the teaching of within the Early Years, providing verbal and written feedback. Lesson observations findings are then used to determine whole school/class targets, update and validate the Early Years action plan and inform the coordinator of future INSET and staff meeting needs.

INSET takes place on a regular basis for all teachers and support staff working within the Foundation Stage setting.

**6. Working with parents**

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. When Parents/carers and practitioners work together in reception, the results have a positive impact on the

child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise.

We aim to develop this by outlining how the EYFS is being delivered to Parents/carers during the new parents meeting in July, to enable them to understand the value of supporting their child's learning at home and how they can access more information. We operate an "open door" policy, whereby parents/carers can come and discuss concerns and developments in an informal manner, and also to view children's work.

The children each have a Seesaw account and parents are regularly informed through this. We also provide a weekly update on the school website and on the school Twitter page. We actively encourage and celebrate learning observations on Seesaw that have been completed at home.

Half termly curriculum newsletters are also sent home at the start of each term, to inform parents how they can support learning at home.

Each child's key person is the class teacher who helps to ensure that every child's care is tailored to meet their individual needs, supports learning and development, builds positive relationships with children and families and helps parents access specialist support where appropriate.

We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable and having an open-door policy
- Maintaining an on-going dialogue
- Meeting with parents of Reception children regularly to discuss progress
- Inviting parents in to add entries to their child's Seesaw account
- Encouraging parents to make use of the planners which are looked at daily by an EYFS staff member
- Inviting parents in the school to share their specialised skills
- Inviting parents to accompany staff on trips

**Community Links and the Wider World**

Over the year, we arrange visits from members of the local community to support our topic work. We also arrange trips within the local community. Film clips, non-fiction texts and artefacts are also used to introduce new concepts in real-life contexts. We aim to develop the children's awareness of other cultures by exploring different countries and celebrations through our weekly RE lessons. We have daily collective worships (occasionally with the Reverend at Admiral Long, Goldsborough & Sicklinghall) and visit the churches in the community.

Transition arrangements support children moving into Reception and from Reception into Year 1. Information is shared with parents, previous settings and receiving teachers to ensure continuity in learning, welfare and development. Children are supported through visits, transition activities and opportunities to become familiar with new adults, routines and environments.

## 7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined fully in our Child Protection Policy.

The Nidd Wharfe Federation follows robust procedures relating to safeguarding, whistleblowing, low-level concerns, allegations against adults working with children and the safe use of mobile phones, cameras and image-sharing devices. These procedures are detailed within the federation safeguarding and child protection policy.

**Safer Sleep**
Although children do not generally sleep at primary school, where children require rest or sleep during the school day, staff follow current safer sleep guidance to minimise risks and promote children's safety and wellbeing.

Information is shared appropriately with parents, external agencies and professionals where this supports children's safety, welfare and educational outcomes, in accordance with safeguarding duties and data protection legislation.

**EYFS Safeguarding Statement**

We respect and value all children and are committed to providing a caring, friendly, and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services in our federation. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Identify

- How do we identify learners who may need early help or who are at risk of abuse?
- Class teachers and adults in school follow all guidelines and procedures in our school policy.
- If a pupil is identified through observations, a conversation or a pattern of incidents, records are kept detailing the date, name of the child, member of staff involved and the concern.
- The DSL is informed verbally, and a copy of our records are given to her for her file.
- Training in safeguarding enables us to be vigilant for all forms of safeguarding needs and concerns are flagged immediately with the DSL.

Help

The school has a pivotal role to play in multi-agency safeguarding arrangements and contributes to multi-agency working in line with statutory guidance. We use the statutory guidance on inter- agency working to safeguard and promote the welfare of children.

Working together to safeguard children - GOV.UK (2026)

We are committed to Safeguarding and Promoting the Welfare of all its pupils and follow the statutory guidance in the statutory guidance: Keeping Children Safe in Education (current version). The Nidd Wharfe Federation will notify Ofsted and other relevant agencies of any significant safeguarding events, allegations of harm or notifications required under statutory guidance.

Keeping children safe in education: proposed revisions 2026 - GOV.UK

Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs and Disabilities, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all our pupils.

All staff:

- Receive appropriate child protection training, which is regularly updated, (for example, via email, e-bulletins, and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff are required to disclose any information which may affect their suitability to work with children, including relevant criminal offences, cautions, health issues or other circumstances as required under EYFS statutory requirements.

- Are aware of systems within their school which support safeguarding. This includes: our child protection policy; our staff code of conduct; the identity and role of the DSL and any deputies and the safeguarding response to children who go missing from education
- Know what to do if a child tells them, they are being abused or neglected and know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved. Staff should never promise a child that they will not tell anyone about a report of abuse
- Are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments
- Are aware of the signs of abuse and neglect so that they can identify cases of children who may need help or protection
- Maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child
- Speak with the DSL if they have concerns-if the DSL is not available, staff should speak to a member of the SLT and / or take advice from local children's social care
- Understand that, whilst anyone can make a referral to Children and Families' Service, the correct school procedure is to report any concerns to the DSL in the first instance. If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re- consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
- The federation ensures that all volunteers are subject to appropriate recruitment, safeguarding and suitability checks in line with EYFS and safeguarding requirements before working with children.
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**Responsibilities**

The Headteacher will:
- Set high expectations and monitor teaching and progress on a regular basis.
- Encourage a whole school approach, keeping parents, governors, and all support staff well informed.
- Support the subject leader and all other members of staff within the Foundation Stage setting.
- Regularly review the Early Years profile data and implement an action plan.

Governors will:
- Be well informed through the leadership of the Headteacher and Early Years teacher.
- Support the staff in implementing the school's policy for the Early Years.
- Monitor and review the progress that takes place within the Foundation Stage.

The Early Years Leader will:
- Lead by example showing a thorough understanding of the seven areas of learning and development within the Early Years Foundation Stage document.
- Offer support to all adults working within the Foundation Stage setting.
- Work alongside the Headteacher to monitor and evaluate teaching and progress.
- Identify INSET needs, identify courses or plan and deliver INSET.
- Audit resources and order where necessary.

The SENCO will: -
- Support the Early Years teachers in dealing with children with special needs and encourage whole class inclusion where possible.

Where applicable, Support Staff will:
- Be included in staff training for the Early Years where appropriate.
- Have a clear understanding of their role in each part of the lesson.
- Share the learning objectives for each lesson and support children in developing their understanding whilst ensuring children can become independent learners.

Parents will:

- Be encouraged to develop positive attitudes to their child's learning and actively support their children when opportunities are given to assist their child with learning at home e.g., home reading books, practical mathematical activities and suggested games or activities.
- Be well informed of their children's progress through Tapestry, annual reports, parent's evenings, informal discussions.

**Intimate Care in the EYFS/Personal Care Procedures**

**Principles of Intimate Care**

The following are the fundamental principles of intimate care upon which the Policy and Guidelines are based:

- Every child and young person has the right to be involved and consulted in their own intimate care to the best of their abilities
- Every child and young person has the right to be safe
- Every child and young person has the right to personal privacy
- Every child and young person has the right to be valued as an individual.
- Every child and young person has the right to be treated with dignity and respect.
- Every child and young person has the right to express their views on their own intimate care and to have such views considered.
- Every child and young person has the right to have consistent levels of intimate care.

Intimate care routines may be essential throughout the day to meet children's basic needs. This may include nappy changing, supporting children with toileting, changing clothes, and giving first aid treatment and specialist medical support, where required. To maintain the child's privacy, we will carry out the majority of these actions on a one-to-one basis, by a familiar member of the staff team from the class and with first aid treatment carried out by a qualified first aider.

We wish to ensure the safety and welfare of children during intimate care routines and safeguard them against any potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. Through the following actions we will endeavour to support all parties:

- ✓ Promote consistent and caring relationships through the key person and ensure all parents understand how this works (the key person for your child is the class teacher unless informed otherwise)
- ✓ Ensure all staff undertaking intimate care routines have the appropriate enhanced Disclosure and Barring Service (DBS) clearance.
- ✓ Train all staff in the appropriate methods for intimate care routines and access specialist training where required, i.e., first aid training, specialist medical support
- ✓ All staff working in the EYFS team have a paediatric first aid (PFA) qualification to be included in the required staff to child ratios.
- ✓ Conduct thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to intimate care routines
- ✓ Follow up on these procedures through supervision meetings and appraisals to identify any areas for development or further training
- ✓ In the **NIDD WHARFE FEDERATION** we understand that working closely with parents on all aspects of the child's care and education is vital. This is essential for intimate care routines which require specialist training or support. If a child requires specific support, we will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs
- ✓ Ensure all staff have an up-to-date understanding of safeguarding and how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns in the most appropriate and speedy manner
- ✓ The setting operates a whistleblowing policy as a means for staff to raise concerns relating to their peers. The management will support this by ensuring staff feel confident in raising worries as they arise to safeguard the children in the nursery

- ✓ The management team regularly conducts working practice observations on all aspects of EYFS operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes intimate care routines.

The staff In the **NIDD WHARFE FEDERATION** will follow agreed procedures:

- ✓ Change the child's clothing as appropriate, as soon as possible.
- ✓ Use appropriate cleaning products provided by the parent/carer and adhere to health and safety procedures.
- ✓ Inform parent/carer that a continence issue has arisen during the session.
- ✓ Contact a parent/carer only where soiling is severe and/or linked to illness e.g. sickness and diarrhoea, or when a child refuses to let a member of staff help change their clothing.
- ✓ Ensure that privacy and dignity are maintained during the time taken to change the child.

**Health and Safety Procedures**

When dealing with personal care and continence issues, staff will follow agreed health and safety procedures:
Staff will use the designated changing area. If changing a child alone in the toilet, the outside toilet door will remain open.
Staff to wear disposable gloves and aprons while dealing with the incident.
Changing area/toilet to be cleaned after use.
Depending on the child's age and level of independence, the child will be encouraged to try and wipe themselves.
Hot water and liquid soap available to wash hands as soon as the task is completed. Paper towels available for drying hands.
All intimate care procedures will be written down and shared with parents.
There will always be a minimum of two staff supervising EYFS children when eating their lunch or snack.
The Nidd Wharfe Federation complies with statutory requirements regarding the presence of prohibited dog breeds on premises used to provide childcare.

**8. Monitoring arrangements**

This policy will be reviewed and approved by Kathryn Askew each year. At every review, the policy will be shared with the governing board.

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

| Statutory policy or procedure for the EYFS | Where can it be found? |
|---|---|
| Safeguarding policy and procedures | See Child Protection Policy |
| Procedures for intimate care | See intimate care policy for further information |
| 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 Policy |
| Procedures for a parent failing to collect a child and for missing children | See Child Protection Policy |
| Procedure for dealing with concerns and complaints | See complaints policy |