St Mary & St Thomas CofE Primary School

Early Years Policy 2026-27

Author/owner: Headteacher
Date adopted: Spring 2024
Reviewed: September 2026
Review: September 2027

We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 12: *All children have a right to be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously.*
Article 19: *All children should be protected from violence, abuse and neglect, and governments should protect them.*
Article 29: *Education should help children use and develop their talent and abilities. It should also help children learn to live peacefully, protect the environment and respect other people.*
Article 32: *Children should not be allowed to do work that is dangerous or might make them ill or stop them going to school.*
Article 33: *Children have a right to be protected from dangerous drugs, and from the business of making or selling them.*
Article 34: *Nobody can do anything to your body that you do not want them to do, and grown-ups should protect you.*
Article 37: *No child should be punished in a way that humiliates or hurts them.*

For more information on the convention and the rights of each child visit: http://www.unicef.org.uk/.

Vision:

Nurturing our children is at the centre of everything we do. We provide a safe, secure, inclusive and stimulating environment where children feel valued, develop a strong sense of belonging and are given opportunities to explore, discover, play and learn.

Through high-quality interactions, purposeful teaching, carefully planned provision and strong partnerships with families, we empower children to become confident, resilient, curious and increasingly independent learners who are well prepared for their next stage of education.

Our school mission is:

Believe, Achieve, Shine

Believe in ourselves, each other and God;

Achieve in all we do;

Shine everyday!

Our School Rules are:

- **Ready**
- **Respectful**
- **Resilient**

These principles underpin our Early Years provision from Nursery through to the end of Reception.

1. Purpose of the Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

The Three Saints Academy Trust recognises that children's experiences during their earliest years have a significant and lasting impact upon their development, learning, wellbeing and future opportunities.

Our EYFS provision seeks to provide:

- **Quality and consistency**, so that every child makes progress and no child is left behind.
- **A secure foundation**, through effective learning and development opportunities which are planned around children's individual needs, interests and development.
- **Partnership working** between practitioners, parents, carers and other professionals.
- **Equality of opportunity and anti-discriminatory practice**, ensuring that every child is included, valued and appropriately supported.
- **Effective safeguarding and welfare arrangements**, so that children are safe, healthy and able to thrive.

2. Statutory Framework and Legislation

This policy is based upon the requirements of the Early Years Foundation Stage Statutory Framework for Group and School-Based Providers, effective from 1 September 2026.

The framework sets out:

1. the learning and development requirements;
2. the assessment requirements; and
3. the safeguarding and welfare requirements.

Where the statutory framework states that providers **must** undertake an action, this represents a mandatory requirement.

Where the framework states that providers **should** undertake an action, the Trust and setting will have regard to that guidance and follow it unless there is a clear and justifiable reason not to do so.

The Trust will ensure that its EYFS policies, procedures and practice remain consistent with the current statutory framework and associated statutory guidance.

Key statutory and supporting guidance

- **Early Years Foundation Stage Statutory Framework**
  https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2
- **Changes to the EYFS Framework from 1 September 2026**
  https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/changes-to-the-eyfs-framework
- **Keeping Children Safe in Education**
  https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- **Working Together to Safeguard Children**
  https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
- **Development Matters**
  https://www.gov.uk/government/publications/development-matters--2
- **Early Years Qualification Requirements and Standards**
  https://www.gov.uk/government/publications/early-years-qualification-requirements-and-standards
- **Birth to 5 Matters**
  https://birthto5matters.org.uk/
- **EEF Early Years Evidence Store**
  https://educationendowmentfoundation.org.uk/education-evidence/early-years

Where statutory guidance is subsequently amended, the most recent statutory requirements will take precedence over this policy.

3. Structure of the EYFS

St Mary & St Thomas provides Early Years education and care from age 3 through to the end of Reception.

Nursery

Our Nursery provides places for children in the year before Reception, including funded Early Years entitlement places where children meet the relevant eligibility requirements.

Provision is led by a qualified teacher alongside qualified and experienced support staff.

Reception

Reception forms the final year of the EYFS.

Children learn through a combination of high-quality continuous provision, purposeful play, adult interaction and increasingly structured adult-led learning.

Reception provision is led by qualified teachers and supported by appropriately experienced support staff.

Leadership

The Headteacher (Mrs Parry) retains overall responsibility for the quality, safety and effectiveness of the EYFS.

Nursery and Reception curriculum and teaching are overseen by the Early Years Lead, working alongside the Headteacher and wider leadership team.

4. Principles of the EYFS

Our curriculum and practice are shaped by the four overarching principles of the EYFS.

- **A Unique Child -** Every child is a unique child who is constantly learning and who can be resilient, capable, confident and self-assured. We recognise children's individual starting points, backgrounds, experiences, needs and interests.

- **Positive Relationships -** Children learn to be strong and independent through positive relationships. Practitioners establish warm, responsive and secure relationships with children and work closely with parents and carers.

- **Enabling Environments -** Children learn and develop well in enabling environments with teaching and support from adults who respond to their individual interests and needs and help them to build their learning over time. The learning environment is carefully planned to promote curiosity, communication, exploration, independence and purposeful play.

- **Learning and Development -** Children develop and learn at different rates. Our provision responds appropriately to children's individual development and includes children with special educational needs and/or disabilities.

5. Characteristics of Effective Teaching and Learning

The characteristics of effective teaching and learning describe how children engage with other people and their environment.

They underpin learning and development across all areas of the EYFS.

The three characteristics are:

Playing and Exploring

Children investigate and experience things and are encouraged to have a go.

Active Learning

Children concentrate, persevere when they encounter difficulties and experience the satisfaction of achieving what they set out to do.

Creating and Thinking Critically

Children develop their own ideas, make links between ideas and develop strategies for doing things.

Practitioners consider these characteristics when planning environments, interacting with children and evaluating children's learning.

6. Areas of Learning and Development

Our educational programmes support children's development across the seven areas of learning.

Three Prime Areas

Communication and Language

- Listening, Attention and Understanding
- Speaking

Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building Relationships

Physical Development

- Gross Motor Skills
- Fine Motor Skills

Four Specific Areas

Literacy

- Comprehension
- Word Reading
- Writing

Mathematics

- Number

- Numerical Patterns

Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive

All seven areas of learning and development are important and interconnected.

The prime areas are particularly important for building a strong foundation for children's learning and development.

7. Early Years Practitioners and the Key Person

Every child in Nursery and Reception is assigned a Key Person, as required by the EYFS statutory framework.

At St Mary & St Thomas, the class teacher is the Key Person for each child in their class, supported by the support staff who work in that class. Parents and carers are told the name of their child's Key Person when their child starts.

The Key Person will:

- help the child settle and feel secure;
- get to know the child's individual needs, interests and development;
- communicate regularly with parents and carers;
- recognise where additional support may be required and work with the SENDCo where appropriate; and
- support effective transitions.

8. Planning

Practitioners plan activities, experiences and environments which enable children to learn effectively.

Planning takes account of:

- children's individual needs;
- interests and fascinations;
- prior knowledge and experiences;
- developmental stages;
- curriculum expectations;
- assessment information;
- information provided by parents and carers; and
- any identified SEND or additional needs.

Planning is purposeful but flexible.

Practitioners respond to children's interests and learning as they emerge rather than allowing written plans to restrict high-quality interactions or spontaneous learning opportunities.

Children have regular opportunities to learn both indoors and outdoors.

9. Learning through play

Each area of learning is implemented through planned, purposeful play and through an appropriate balance of adult-led and child-initiated activity.

Through play, children learn to:

- explore;
- investigate;
- communicate;
- cooperate;
- negotiate;
- solve problems;
- make decisions;
- develop independence;
- take appropriate risks;
- practise and consolidate skills; and
- apply previous learning.

Practitioners have an active teaching role.

They observe, model, question, explain, demonstrate, introduce vocabulary, scaffold learning and extend children's thinking.

As children develop through the EYFS, the balance between child-initiated and adult-led learning develops appropriately, including increasing opportunities for explicit teaching in preparation for Key Stage One.

10. Continuous Provision

Continuous provision is an essential part of our Early Years curriculum.

Well-planned environments provide children with repeated opportunities to practise, consolidate and extend important knowledge and skills.

Resources and areas are selected purposefully and reviewed according to children's needs and the intended curriculum.

Practitioners enhance provision where appropriate to introduce new learning and respond to children's developing interests.

11. Language for Learning

Communication and language are prioritised throughout the EYFS.

Practitioners provide a language-rich environment and model high-quality spoken language.

Children experience:

- frequent conversations with adults;
- stories, rhymes, poems and songs;
- explicit vocabulary teaching;
- sustained shared thinking;
- questioning;
- opportunities to explain their thinking;
- opportunities to retell and create narratives; and
- opportunities to communicate within purposeful play.

Language for learning is modelled throughout provision using appropriate phrases which encourage children to reflect on how they have learned, solved problems and developed their ideas.

12. Reading

Developing a lifelong love of reading is central to our Early Years curriculum.

Children have regular access to high-quality books, including stories, traditional tales, poems, rhymes and non-fiction texts.

Adults read with children every day. Stories, songs, nursery rhymes and poems are revisited regularly, as repeated reading develops familiarity, vocabulary, comprehension, rhythm, rhyme, emotional understanding and a love of books.

Our curriculum uses carefully selected texts to develop:

- vocabulary;
- comprehension;
- background knowledge;
- imagination;
- narrative understanding;
- communication and language; and
- early literacy.

Phonics is introduced and taught systematically at the appropriate stage of children's development and in accordance with the school's chosen systematic synthetic phonics programme.

13. Vocabulary Rich Projects

Curriculum projects have carefully selected high-quality texts at their centre.

Books are selected to expose children to rich vocabulary and develop the knowledge and skills identified within our curriculum progression.

Our approach develops as children move through our provision:

- **Immersion -** Discovery and exploration of key concepts within books from the start of Nursery.

- **Imitation -** Children use planned vocabulary and narrative within purposeful play throughout Nursery.
- **Innovation -** Children use their story knowledge to develop their own narratives as they move through Nursery and into Reception.
- **Application -** Children increasingly apply their knowledge to storytelling, story mapping and purposeful writing within Reception.

14. Assessment

Assessment is an integral part of effective Early Years practice.

Assessment helps practitioners and parents to:

- recognise children's progress;
- understand children's needs;
- identify where additional support may be required; and
- determine appropriate next steps.

Assessment should not involve excessive paperwork or detract from practitioners spending time interacting with children.

Practitioners primarily assess children through:

- their professional knowledge of each child;
- observations;
- interactions and conversations;
- children's work;
- play and independent application; and
- information shared by families.

15. Reception Baseline Assessment

Children complete the statutory Reception Baseline Assessment within the required statutory assessment period after entering Reception.

The assessment is administered in accordance with current Department for Education requirements.

The Reception Baseline Assessment does not replace practitioners' own assessment of children's starting points for curriculum and teaching purposes.

16. Early Years Foundation Stage Profile

The EYFS Profile is completed for each child at the end of Reception.

Practitioners assess children's attainment against the 17 Early Learning Goals.

Children are assessed as:

- **Expected** – meeting the level of development expected at the end of the EYFS; or

- **Emerging** – not yet reaching the expected level.

The Early Learning Goals are used for statutory end-of-Reception assessment and are not used as the curriculum.

Assessment is based primarily on practitioners' knowledge of what children know, understand and can do.

17. Working with Parents and Carers

Parents and carers are children's first and most enduring educators.

We seek to establish positive, respectful partnerships with families from the beginning of their child's time with us.

Families are supported through:

- induction and transition arrangements;
- settling-in sessions;
- regular communication;
- Key Person relationships;
- opportunities to contribute information about children's learning and development;
- parents' meetings;
- Stay and Play opportunities;
- curriculum events;
- online learning journals where applicable;
- Class Dojo and other agreed communication systems; and
- end-of-year reports.

Where concerns about development arise, these will be discussed sensitively with parents and carers and appropriate support will be identified.

18. Children with SEND

We are committed to ensuring that all children, including children with special educational needs and/or disabilities, can access high-quality Early Years education.

Practitioners identify needs promptly and make appropriate adaptations to teaching, provision and the environment.

Where additional support is required, practitioners work with:

- parents and carers;
- the setting or school SENDCo;
- health professionals;
- the local authority; and
- other relevant professionals.

We follow the graduated approach to identifying and meeting additional needs.

19. Safeguarding and Welfare

Safeguarding children is everyone's responsibility.

The Three Saints Academy Trust and St Mary & St Thomas maintain policies, procedures and working practices designed to safeguard children and promote their welfare in accordance with the EYFS statutory framework and wider statutory safeguarding guidance.

All practitioners are expected to understand:

- how to recognise signs of abuse and neglect;
- how to respond to safeguarding concerns;
- how and when concerns must be recorded and reported;
- the setting's safeguarding procedures;
- the role of the Designated Safeguarding Lead;
- procedures relating to allegations against adults;
- whistleblowing arrangements;
- procedures regarding absent and missing children;
- staff suitability requirements; and
- their responsibility to act in the best interests of children.

Safeguarding procedures are set out in the Three Saints Academy Trust Child Protection and Safeguarding Policy.

Relevant Safeguarding Guidance

- **Keeping Children Safe in Education**
  https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- **Working Together to Safeguard Children**
  https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
- **DfE Safeguarding Guidance for Early Years Providers**
  https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/safeguarding
- **Summary of the EYFS Safeguarding Requirements**
  https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/safeguarding/summary-of-the-eyfs-safeguarding-requirements
- **EYFS Safeguarding Resources and Posters**
  https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/safeguarding/resources-and-posters

20. Safer Recruitment and Staff Suitability

The Trust follows robust safer recruitment procedures.

In accordance with the EYFS statutory framework and wider safeguarding requirements:

- required criminal record checks are completed;
- appropriate references and pre-employment checks are obtained;
- staff qualifications and identity are verified;
- individuals must disclose information that may affect their suitability;
- staff suitability is considered on an ongoing basis;
- volunteers are subject to appropriate safeguarding checks;
- appropriate checks are undertaken before individuals commence relevant duties; and

- appropriate action is taken where concerns arise regarding an adult's suitability.

The Trust maintains appropriate records of recruitment and suitability checks through its Single Central Record and associated personnel records.

Staff must inform the setting of any changes to their circumstances which may affect their suitability to work with children.

21. Allegations and Concerns About Adults

Any allegation or concern that a member of staff, volunteer or other adult:

- has harmed a child;
- may have harmed a child;
- may pose a risk of harm;
- has behaved in a way that indicates they may not be suitable to work with children; or
- may have committed a criminal offence involving a child

will be managed in accordance with statutory safeguarding requirements and The Three Saints Trust Safeguarding Policy.

Where required, concerns will be referred to the Local Authority Designated Officer and relevant regulatory or safeguarding bodies.

Where the EYFS requires notification to Ofsted or another relevant body, this will be completed within the required statutory timescale.

22. Whistleblowing

All staff must feel able to raise concerns about poor or unsafe practice.

Staff are made aware of the Trust's Whistleblowing Policy and the routes available to report concerns.

Where a member of staff believes that safeguarding concerns have not been dealt with appropriately, they are expected to escalate those concerns through the appropriate procedures.

23. Staff Training, Support and Supervision

Practitioners receive induction, training, supervision and professional development appropriate to their role.

Supervision provides opportunities to:

- discuss children's development and wellbeing;
- identify safeguarding concerns;
- receive support, coaching and guidance;
- reflect upon practice;
- discuss workload and wellbeing;
- consider staff suitability; and
- identify professional development needs.

Staff are expected to maintain appropriate professional knowledge and undertake mandatory training within required timescales

24. Staff Qualifications and Ratios

Staffing arrangements comply with the current Early Years Qualification Requirements and Standards and the staff-to-child ratio requirements contained within the EYFS statutory framework.

Leaders ensure that:

- sufficient appropriately qualified staff are deployed;
- statutory ratios are maintained;
- children's needs are considered when determining staffing arrangements;
- practitioners are effectively deployed to supervise children; and
- qualification evidence is appropriately checked and recorded.

Ratios represent minimum statutory requirements. Leaders may deploy additional adults where necessary to meet children's needs safely and effectively.

25. Paediatric First Aid

St Mary & St Thomas ensures that paediatric first aid arrangements comply with the EYFS statutory requirements.

Appropriately trained practitioners with a current paediatric first aid certificate are available to children as required by the framework.

At St Mary & St Thomas, we seek to maintain a high level of paediatric first aid training across the Early Years workforce.

Training is renewed within required timescales and appropriate records are maintained.

26. Safer Sleep

Children do not routinely sleep at St Mary & St Thomas. If a child falls asleep during the session, for example because they are tired or unwell, staff will make sure they are resting safely on a clear, flat surface, keep them within sight and hearing, check on them regularly and inform parents and carers.

Staff follow the DfE safer sleep guidance where it applies.

27. Food, Drink and Healthy Eating

Where the school provides food and drink, such as snack, this is healthy, balanced and appropriate for children's age and developmental stage.

Fresh drinking water is available throughout the day.

Parents and carers are asked to provide information regarding:

- allergies;
- intolerances;
- medical needs;
- dietary requirements; and
- cultural or religious dietary requirements.

Relevant information is recorded and communicated to staff.

Practitioners responsible for preparing and handling food undertake appropriate training.

28. Safe Eating, Choking and Gagging

The setting recognises that young children are particularly vulnerable to choking.

All practitioners involved in preparing, serving or supervising food must understand the difference between gagging and choking and know how to respond appropriately.

Gagging

Gagging is a normal reflex which may occur when young children are learning to manage different foods and textures.

A child who is gagging may:

- cough;
- retch;
- make noise;
- have watery eyes; or
- become red in the face.

Staff should remain calm and closely supervise the child.

Choking

Choking occurs when a child's airway becomes partially or completely blocked.

A child who is choking may:

- be unable to breathe effectively;
- be unable to cry or speak;
- be unable to cough effectively;
- make little or no sound; or
- display changes in skin colour.

Choking is a medical emergency.

Practitioners must respond immediately in accordance with their Paediatric First Aid training and the setting's emergency procedures.

29. Reducing the Risk of Choking

Children in Nursery bring a packed lunch from home. Parents and carers are responsible for preparing packed lunches so that food is safe for their child to eat. We share guidance with families on reducing the risk of choking, including:

- cutting small round foods such as grapes and cherry tomatoes lengthways and into quarters;
- removing stones and pips from fruit;
- cutting sausages into thin strips rather than round pieces;
- cutting cheese into strips rather than large chunks; and
- not including whole nuts or other foods which present a high choking risk.

Where food is provided by the school, such as snack, staff prepare it appropriately for children's age and development, following the same guidance.

If staff notice food in a packed lunch which presents a clear choking risk, such as whole grapes, they will cut it up or set it aside and let parents and carers know.

Practitioners must:

- ensure children are appropriately seated when eating; and
- provide active supervision throughout meals and snacks.

Young children must never be left alone while eating.

Practitioners should position themselves so that children can be effectively observed throughout meals and snacks.

A member of staff holding a valid Paediatric First Aid certificate will be present in the room while children are eating.

Where a choking incident requires staff intervention, including back blows or other first-aid action, the incident will be appropriately recorded and parents or carers informed.

Repeated incidents will result in a review of the child's individual needs, food preparation, texture, supervision and any additional support required.

DfE Food Safety and Choking Guidance

Food Safety for Early Years Providers:
https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/food-safety

Nutrition – Children Aged One to Five Years:
https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/nutrition/children-aged-one-to-five-guidance

These resources should be used to support staff training, food preparation, risk assessment and supervision during meals and snacks.

30. Screen Use

In accordance with the EYFS requirements effective from September 2026, the setting has regard to current Department for Education guidance regarding children's screen use.

Technology is used purposefully and appropriately.

Screen use will not routinely replace:

- high-quality adult interaction;
- active play;
- physical activity;
- outdoor learning;
- communication and conversation;
- practical exploration; or
- direct experiences.

Where screens or digital technology are used, practitioners consider:

- the educational purpose;
- children's age and stage of development;
- the length of screen use;
- the appropriateness of content; and
- whether technology meaningfully enhances children's learning.

31. Mobile Phones, Cameras and Digital Devices

Personal mobile phones and personal devices are managed in accordance with the setting's safeguarding procedures.

Only authorised setting-owned devices may be used to photograph or record children for educational, assessment or agreed communication purposes.

Images and information about children are stored, processed and shared in accordance with data protection requirements and Trust policies.

Practitioners receive guidance regarding the appropriate use of:

- technology;
- social media;
- digital communications;
- photography; and
- video.

Personal devices must not be used to photograph, film or record children.

32. Banned Dog Breeds

In accordance with the EYFS statutory requirements effective from 1 September 2026, registered childcare must not be provided from premises where a banned dog breed is kept or present where this is prohibited by the statutory framework.

Leaders will ensure that appropriate arrangements are maintained to comply with this requirement.

33. Health and Safety

We provide an environment which is safe, secure and suitable for children.

Risk is managed appropriately while recognising that children benefit from opportunities to explore, develop confidence and learn to manage age-appropriate risks.

Practitioners remain vigilant to hazards and take appropriate action to minimise avoidable risks.

The Trust's Health and Safety Policy and associated procedures apply throughout our Early Years provision.

34. Attendance and Absence

Regular attendance supports children's learning, development, wellbeing and safeguarding.

The setting maintains accurate attendance records and follows up unexpected or unexplained absences.

Patterns of absence are monitored and, where appropriate, discussed with parents and carers.

Where an absence raises a safeguarding concern, practitioners follow safeguarding procedures without delay.

For children below statutory school age, attendance expectations and safeguarding procedures remain an important part of our provision.

35. Missing Children and Failure to Collect

The setting maintains clear procedures for responding where:

- a child goes missing from the provision;
- a child is not collected at the agreed time; or
- there is uncertainty regarding who is authorised to collect a child.

The child's safety and welfare remain the overriding priority.

Relevant safeguarding procedures are followed and appropriate agencies contacted where necessary.

36. Admissions

St Mary & St Thomas CofE Primary School follows the appropriate admission arrangements for Reception (The Three Saints Trust Admissions Process).

Admissions to St Mary & St Thomas Nursery are managed in accordance with the published admissions procedures and current Early Years funded entitlement requirements.

Admission arrangements promote equality of opportunity and comply with relevant legislation.

37. Transition

Effective transition is an important part of our Early Years provision.

We support transitions:

- into Nursery;
- from Nursery to Reception
- into Reception;
- between settings where appropriate; and
- from Reception into Key Stage One.

Information is shared appropriately between practitioners, parents, carers and receiving professionals.

Transition arrangements are adapted where children have SEND, safeguarding needs or other vulnerabilities.

38. Transition to Key Stage One

Reception practitioners work closely with Year One colleagues to ensure continuity in children's learning, development and wellbeing.

Transition recognises that the move into Key Stage One should build upon children's experiences within the EYFS.

Information about children's:

- attainment;
- learning characteristics;
- SEND;
- safeguarding and pastoral needs;
- strengths; and
- areas for development

is shared appropriately to support continuity.

39. Monitoring and Quality Assurance

The quality of Early Years provision is monitored through the Trust and school's established quality-assurance arrangements.

This may include:

- learning walks;
- observations of practice;
- professional discussion;
- curriculum review;
- assessment analysis;
- safeguarding audits;
- supervision;
- staff development;
- parental feedback; and
- evaluation of children's experiences and outcomes.

Leaders use this information to identify strengths and priorities for further development.

40. Complaints

Parents and carers are encouraged to raise concerns promptly so that they can be addressed effectively.

Concerns and complaints are managed in accordance with the Three Saints Academy Trust Complaints Policy and the statutory requirements applicable to Early Years provision.

Information about how parents and carers may contact Ofsted is made available where required.

41. Statutory Policies and Procedures

The EYFS requires providers to maintain policies and/or procedures in a number of areas.

St Mary & St Thomas CofE Primary School and The Three Saints Academy Trust maintain these requirements through relevant Trust, school and Early Years policies and procedures.

Requirement	**Relevant Policy / Procedure**
Safeguarding and child protection	Trust Child Protection and Safeguarding Policy
Allegations against adults	Managing Allegations Procedures
Safer recruitment	Trust Safer Recruitment Procedures
Staff suitability	Recruitment and Safeguarding Procedures
Whistleblowing	Trust Whistleblowing Policy
Staff behaviour	Staff Code of Conduct
Missing child	Missing Child Procedure
Failure to collect a child	Uncollected Child Procedure
Attendance and absence	Attendance / Safeguarding Procedures
Illness	Health and Safety / Illness Procedures
Administration of medicines	Supporting Children with Medical Conditions
Emergency evacuation	Fire and Emergency Evacuation Procedures
Visitors	Visitor and Safeguarding Procedures
Food and drink	Food and Drink / Healthy Eating Procedures
Choking and safe eating	Food Safety / Paediatric First Aid Procedures
Safer sleep	Early Years Policy (Safer Sleep section)
Mobile phones and cameras	Mobile Phone and Digital Device Procedures (Online Safety Policy)
Screen use	Early Years Digital Technology Procedures (Online Safety Policy)
Complaints	Trust Complaints Policy

This list should be read alongside the current EYFS Statutory Framework and does not replace the full statutory requirements.

42. Staff Responsibilities

All Early Years staff are responsible for ensuring that they:

- read and understand the safeguarding requirements relevant to their role;

- read the relevant sections of Keeping Children Safe in Education;
- complete required safeguarding training;
- understand the setting's reporting procedures;
- complete appropriate Paediatric First Aid training where required;
- know what to do if a child falls asleep during the session;
- understand safe eating, choking and gagging procedures;
- know how to respond to a choking emergency;
- follow children's individual dietary, allergy and medical information;
- maintain active supervision of children;
- follow appropriate mobile phone and digital-device procedures;
- report safeguarding concerns immediately; and
- keep their professional knowledge and training up to date.

Leaders will ensure that relevant statutory guidance and supporting resources are accessible to staff and that changes to statutory requirements are communicated through training, supervision and professional development.

43. Policy Review

This policy will be reviewed at least annually by the Headteacher.

It will also be reviewed sooner where:

- the EYFS Statutory Framework changes;
- safeguarding legislation or statutory guidance changes;
- Department for Education guidance changes;
- Keeping Children Safe in Education is updated;
- Ofsted requirements identify a need for revision; or
- evaluation of practice identifies that amendments are required.

At each formal review, the policy will be shared through the Trust's appropriate governance arrangements.

Policy Statement

Through this policy, St Mary & St Thomas CofE Primary School is committed to ensuring that every child in Nursery and Reception receives high-quality education and care from the very beginning of their school journey.

Our approach combines ambitious learning, nurturing relationships, effective safeguarding, purposeful play and strong partnership with families.

We seek to ensure that every child is safe, valued, included and given the strongest possible foundation for future learning and development.

Through Believe, Achieve, Shine, we support our children to become Ready, Respectful and Resilient as they progress through the Early Years and beyond.