Fairfields Primary School

EYFS Policy

September 2026 – September 2027

This policy outlines the purposes, nature and management of Foundation Stage education at Fairfields Primary School. Within this document, the term Foundation is used to describe children who attend school prior to Year 1 and the term Practitioner refers to the adults working alongside your children. This policy has been developed in accordance with the Early Years Foundation Stage (EYFS) Statutory Framework for Group and School-Based Providers, effective from 1 September 2026, and should be read alongside the school's safeguarding, SEND, behaviour, attendance and child protection policies.

At Fairfields Primary:

- We aspire to ignite a passion for life-long learning.
- We are committed in our pursuit for excellence.
- We are committed to give our children the best possible future life chances, without limits on learning, attainment and achievement. We have a genuine belief that, given the opportunities, every child can succeed.
- We aspire to develop great thinkers, who are independent, resilient and embrace challenges and new experiences.
- We encourage co-operation and collaboration, everyone taking responsibility for all that they say and do.
- We provide exciting but safe and secure spaces, indoors and outdoors, where children can explore, discover and experiment.
- We value everyone as an individual and encourage respect for others and their opinions.
- We aim to develop a strong community spirit in our children that helps them to become positive, active responsible citizens in the future.
- We celebrate, supp and respect the diverse community in which we live and appreciate ourresponsibilities as global citizens.
- We understand that children's early experiences lay the foundations for all future learning. Through high-quality interactions, purposeful play and language-rich environments, we support the development of speech, language, communication and oracy, enabling children to become confident learners, thinkers and communicators.
- We recognise that strong foundational knowledge and skills are essential for future learning and success. We are committed to developing secure knowledge, skills and understanding across all areas of learning, with a particular emphasis on speech, language and oracy. Through a language-rich environment and high-quality interactions, we ensure that every child develops the vocabulary, confidence and communication skills needed to think critically, express themselves effectively and flourish throughout their education.

We aim to create an ethos where:

- A welcoming atmosphere is created in school, where children, staff, parents and visitors feel valued.
- Our children are happy, feel safe and supported and enjoy coming to school.
- Our children demonstrate good manners and show consideration and respect to and for others.
- Our children are keen, enthusiastic and totally engaged in their learning.
- There is a growth mind-set. We stay positive, we value learning from mistakes and we keep going when things become tough.
- Our children are reflective and thoughtful about their experiences.
- Our children are motivated and have the confidence to challenge themselves as learners.
- Our school environment supports children’s learning and values their achievements.

- Teaching is creative, exciting and stimulates and extends children's thinking.
- Our children have a genuine pride in themselves, their efforts and achievements. Talents and creativity are nurtured and encouraged.
- Our staff are committed professionals who demonstrate a love of teaching, a passion for their own, as well as children's learning and development, and genuine care for the children they teach.
- We have high expectations for all within our community to ensure that we demonstrate the very best standards of conduct, moral purpose and integrity.
- Our children feel welcomed, respected and valued as individuals, fostering a strong sense of belonging within our school community.
- Every child is supported and challenged to thrive, regardless of their starting point, through an inclusive environment that promotes equity, participation and success for all.

There is a consistency of expectation that everyone, irrespective of gender, race or culture, should feel safe and secure, have empathy for others, and place a high value upon individual achievement and personal development.

Foundation Stage Education

All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential. (Statutory Framework for the EYFS, DFE 2026)

Safeguarding and Welfare

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare.

Safeguarding and promoting the welfare of children is at the heart of everything we do. At Fairfields Primary School, we are committed to providing a safe, secure and nurturing environment in which all children can thrive. We follow the statutory requirements of the Early Years Foundation Stage (EYFS) and work in accordance with the school's Child Protection and Safeguarding Policy, ensuring that all staff receive appropriate safeguarding training, understand their responsibilities and act immediately on any concerns about a child's welfare. We work closely with parents, carers and external agencies to safeguard children and promote their physical health, emotional wellbeing and personal development.

Through positive relationships, vigilant supervision and a culture of safeguarding, we ensure that children feel safe, develop a sense of belonging and are supported to thrive both socially and emotionally.

Technology is used purposefully within EYFS. Children are taught age-appropriate behaviours for safe use of technology, and staff ensure that all devices, internet access and online resources are appropriately filtered, monitored and supervised.

Attendance and Absence

Regular attendance is essential to children's wellbeing, learning and development. Attendance is monitored closely and any unexplained absences are followed up promptly in

accordance with the school's Attendance Policy and safeguarding procedures. Where concerns arise regarding patterns of absence or persistent non-attendance, appropriate action will be taken, including liaison with parents, external agencies and safeguarding partners where necessary.

Online Safety

Technology is used purposefully to enhance teaching and learning within EYFS. Children are supported to develop safe and responsible behaviours when using technology through age-appropriate experiences. Staff ensure that all digital devices, internet access and online resources are suitably filtered, monitored and supervised in line with school policies.

Safer Recruitment

Fairfields Primary School follows safer recruitment procedures in line with statutory guidance to help deter, identify and reject unsuitable individuals from working with children. All adults working within the EYFS are subject to appropriate suitability checks and safeguarding expectations before working with children.

Aims and principles of the Early Years Foundation Stage Curriculum

The Early Years Foundation Stage Curriculum (EYFS) became a statutory framework for all children from birth to five from September 2008. The new framework has been revised and is mandatory from the 1st September 2026.

Standards set by the EYFS state that every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Curriculum for the Foundation Stage forms the first stage of our whole school curriculum.

The EYFS seeks to provide:

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

The learning and development requirements cover:

- The areas of learning and development which must shape activities and experiences for children in all early years settings
- Early Learning Goals (ELGs) that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- Assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers). The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare.

Four guiding principles shape practice in early years settings. These are:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. Importance of learning and development. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.18). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).The characteristics of effective learning describe factors which play a central role in a child's learning and becoming an effective learner. They underpin learning and development across all areas.

    - By **playing and exploring** children find out and explore, use what they know in their play and become willing to have a go;

    - Through **active learning** children are involved and develop their concentration skills, perseverance and gain a sense of enjoyment through achieving what they set out to do;

    - By **creating and thinking critically** children have their own ideas, use what they already know to learn new things and choose ways to do things including finding new skills, strategies and techniques.

There are seven areas of learning and development that must shape educational curriculums in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These three areas, the **prime** areas, are:

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

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

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

Educational approaches must involve activities and experiences for children as set out under each of the areas of learning.

- **Communication and language development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.

- **Physical development.** Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

- **Personal, social and emotional development.** Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their feelings and those of others.

- **Literacy development** is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

- **Mathematics.** Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. It is important that children develop positive attitudes and interests in mathematics , look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

- **Understanding the world** involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

Expressive Arts and Design. The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with awide range of media and materials.

At Fairfields Primary School…

We believe that children learn to be strong, confident and independent from being in secure relationships.

We believe that the learning environment plays a key role in supporting and extending children's development.

We believe that play based learning is paramount, and we believe that our children should have opportunities to direct their own learning across the areas of learning and development.

We believe that where possible our provision should be based around the interests of our children.

We believe that the 'Characteristics of Effective Learning' (CoEL) underpin learning and development across all areas and support children to become effective and motivated learners.

We believe that children's well-being, enjoyment and learning go hand in hand and are at the heart of everything we do.

We believe that successful transitions must consider the children's needs from all angles and involve all key stakeholders.

Our curriculum is planned with the children through a series of themes and topics, each of which offers experiences in all seven areas of learning and focusing on all three of the characteristics of effective learning. Topics are planned based on what we know and learn about the children and the children are always at the centre of planning. Activities for topics are taken from the children and planned by practitioners, who ensure that the required elements of the EYFS are met. As a week progresses the activities often evolve as children have new ideas and suggestions of what they could do. Planning is displayed and can be shared with parents and carers.

In order for our children to thrive and be independent learners we provide them with a highly stimulating and organised **environment;** children have access to **continuous provision** which provides them with the opportunity to play and explore in all areas of our setting. In addition to this, children will also access learning through directed activities whilst working with an adult.

Cultural Capital

We seek to broaden children's experiences and understanding of the world through rich first-hand opportunities, visits, visitors, stories and experiences that extend beyond their

immediate environment. These opportunities help to develop children's cultural capital, strengthen their understanding of the wider world and prepare them for future success in education and life.

Key Person

All children within the Foundation Stage are assigned to a key person whose role is to ensure that their individual needs are met. The key person will help the children to settle into our school and become familiar within the setting.

How our day is organised and planned:

FS1 - Nursery Class Available sessions:

Morning Sessions
8.30am-11.30am
(15 hours funded sessions)

Lunchtime sessions
11.30am-12.30pm

Afternoon Sessions
12.30pm – 3.30pm
(15 hours funded sessions)

Full day Session (30 hours funded places)
8.30am-2.30pm

End of Day Session
2.30pm-3.30pm.

Before children join our Nursery we arrange one or two settling in sessions. These sessions at the Nursery allow children to become familiar with the surroundings and help with a smooth transition. We also offer home visits.

FS2 - Reception Classes

Practitioners are in their rooms from 8.40 am when the classroom doors open.
The day begins at 8.50 am
Lunchtime is from 11.20-12.20pm
The day ends at 3.15pm

A fruit or vegetable snack is provided by the Government (free entitlement).

Children have access to their water bottles and are able to drink at any time.
Children under five receive a free carton of milk every day; parents have the option to pay for milk when their child reaches five years of age.

Reception age children are entitled to one of our free, hot, healthy school meals.

The children are organised into classes and each class is managed by a teacher and

supported by a Teaching Assistant or Nursery Nurse. Our Nursery is led by our EYFS Lead who supports the Nursery Room Lead, who is responsible for the day to day operation of the nursery.

Classrooms are used for registration, whole class activities and independent learning. When in the classroom for independent learning time children will have free flow access between their indoor classroom and the outdoor classroom areas.

Small groups working with students or parent helpers are always supervised by members of staff.

Outdoor activities

The outdoor classroom offers further opportunities for children to learn and is an essential part of EYFS Curriculum.

The outdoor classroom is a safe, purpose-built space where children can develop their physical skills and learn through continuous provision and directed activities. All prime and specific areas of learning are catered for within this learning environment.

Resources

Resources are kept in the Foundation Stage area: classrooms, shared area and outdoor storage areas. Equipment is well organised and where appropriate accessible to the children. Children are encouraged to be independent when selecting and tidying away resources. We offer the children lots of open-ended resources that can be used to enhance their play and develop their understanding of key concepts, while ensuring learning is not capped.

Assessment and Record Keeping

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. On-going assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

For whole school aspects of assessment, recording and reporting, please refer to the school policy on assessment.

Our assessment procedures are:

<u>On entry to Nursery</u>

The assigned Key Person spends time getting to know the child and speaks with parents/carers. They discuss their child's interests, skills, difficulties and any other information they feel useful or relevant. Informal entry level assessment is made by practitioners during the first half term – this is through observation and recorded as a Baseline on our Assessment System 'Arc Pathway'.

<u>On entry to the school – Reception</u>

Prior to children starting Reception, information is gathered from parents/carers and, where appropriate, previous early years settings to support a smooth transition and ensure that practitioners have a secure understanding of each child's strengths, interests and needs. Home

visits, transition meetings and visits to school help children and families become familiar with the setting and establish positive relationships.

During the first six weeks of Reception, all children undertake the statutory Reception Baseline Assessment (RBA). The RBA is an age-appropriate national assessment of early mathematics, literacy, communication and language, administered on a one-to-one basis by trained school staff. The purpose of the assessment is to provide a starting point from which pupil progress to the end of Key Stage 2 can be measured; it is not intended to provide detailed diagnostic information or replace practitioners' ongoing assessments.

Alongside the statutory Reception Baseline Assessment, practitioners carry out their own observational assessments to develop a holistic understanding of each child. Information gathered through observations, discussions with parents and carers, and children's engagement in learning is used to inform planning, identify any additional support needs and ensure that every child is enabled to make good progress from their individual starting points.

Through the year

Practitioners record observations of children's learning which feeds into our continuous assessment and planning cycle.

An Autumn Parents' Evening focuses on how children have settled into school and their Personal, Social, and Emotional development. Parents are invited to share any new information to guide the practitioner's assessment of their child. A Spring Parents' Evening focuses on the progression made from entry. Practitioners continually set next steps for the children ensuring they make maximum progress in all areas of learning

At the end of a child's time in the Foundation stage

A report is sent home at the end of the year which includes an opportunity for parental feedback. An open afternoon is held at the end of the year. This is an opportunity for parents to look at their child's work and discuss the end of year report if necessary.

Effective transition arrangements are an important aspect of ensuring continuity in children's learning and wellbeing. Throughout the Summer Term, Reception and Year 1 staff work closely together to share assessment information and children's individual needs, strengths and next steps. Children are provided with opportunities to become familiar with their new environment, routines and staff through planned transition activities and visits. Parents and carers are kept informed throughout the process to support a smooth and successful move into Key Stage 1.

Parental Involvement

We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- ✓ Talking to parents/carers before their child starts school.
- ✓ Arranging, where possible, visits by the teacher to all children in their home setting and childcare provision prior to their starting school.
- ✓ Providing a pack of information about starting school or nursery.
- ✓ Outlining the school's expectations in the Home-School agreement.
- ✓ Inviting children to spend time in school or nursery during induction visits.
- ✓ Providing an induction meeting for parents/carers to meet with staff to discuss nursery and school routines, expectations and to answer any questions parents/carers may have.
- ✓ Holding a parent consultation early in the academic year (October) to establish how a child is settling into the school environment.
- ✓ Operating an open door policy for parents/carers with any queries or concerns.

Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.

- ✓ Written contact through online communication systems, weekly newsletters, notice boards and school newsletters.
- ✓ Welcoming home learning and achievements to be shared via the interactive Arc Pathway APP.
- ✓ Inviting parents to attend informal meetings about areas of the curriculum, such as phonics or reading.
- ✓ Sending a written report on their child's attainment and progress at the end of their time in the Foundation Stage.
- ✓ Parents are invited to a range of activities throughout the school year such as assemblies, workshops, stay and plays, whole school events, productions and sports day.

Parents can offer support to their child in a variety of ways such as:

- ✦ Providing opportunities to share books at home
- ✦ Supporting their child when completing any home learning tasks
- ✦ Talking to their child about their day and the activities they have been doing

The School Nurse, Speech Therapist and Educational Psychologist can be called upon to offer advice if needed.

Links with the Community and other Agencies

<u>The Local Community</u>

We use the opportunities offered by the local community in the following ways:

- ✦Visiting local parks, shops and other attractions;
- ✦Visiting local museums;
- ✦Inviting people in the locality who come to talk to the children (Police, Fire-Fighters, Nurses, local charities etc.);
- ✦Involving local interest groups such as the church, women's groups, local historians, hobbies, experts;
- ✦Links with local Residential and Nursing Homes

.<u>Professional and Local Services</u>

We have links with the following services:

- ✦Educational Psychological Service
- ✦School Nurses and Health Visitors
- ✦Speech and Language Therapy
- ✦Education Welfare Officers
- ✦Social Services
- ✦Pediatric and other Hospital Outreach
- ✦ EMASS

<u>Links with local schools and with other settings catering for Early Years</u>

We have links with local schools and other providers of education for Early Years. These include:

- ✓ Schools within the IfTL Multi Academy Trust

- ✓ Other local schools
- ✓ Nurseries, playgroups and pre-schools
- ✓ Child-minders

Special Educational Needs and Disabilities (SEND)

At Fairfields Primary School, we are committed to ensuring that all children, including those with Special Educational Needs and Disabilities (SEND), are fully included in every aspect of school life and are supported to thrive. We recognise that children develop and learn at different rates and provide a broad, balanced and ambitious curriculum that is accessible to all. Through ongoing assessment, close partnership with parents and carers, and collaboration with the SENDCo and external agencies where appropriate, we identify and respond to children's needs at the earliest opportunity. We follow the principles of the SEND Code of Practice (2015), using a graduated approach of assess, plan, do and review to ensure that provision is tailored to individual needs. Reasonable adjustments are made to enable all children to participate fully, develop a strong sense of belonging and achieve their full potential within a nurturing and inclusive environment. We believe that every child is entitled to high-quality teaching and learning experiences that promote independence, wellbeing, achievement and positive outcomes, regardless of their starting points or individual circumstances.

Equal opportunities

The school has an equal opportunities statement applying to all areas of the curriculum. The EYFS curriculum is:

- ✦ Open to all pupils irrespective of their attainment or aptitude.
- ✦ Fair, unbiased in terms of gender, ethnic or cultural background of pupil.
- ✦ Encouraging and enabling with regard to pupils with special educational needs.

Health and Safety

The Foundation Teachers are responsible for liaising with the Health and Safety Coordinator to ensure that safety and welfare requirements are met. The Foundation Coordinator will also liaise with the Health and Safety Coordinator to make sure that safety and legal requirements are met in the installation and use of all Foundation Stage equipment and resources.

The indoor and outdoor learning environments are regularly risk assessed to ensure they remain safe, secure and suitable for children's learning and development. Staff take all reasonable steps to minimise hazards while enabling children to benefit from appropriate levels of challenge and risk through play and exploration. Educational visits and off-site learning opportunities are also subject to appropriate risk assessment procedures.

The school recognises the importance of children's dignity, privacy and wellbeing. Personal care and toileting needs are managed sensitively and respectfully in accordance with the school's Intimate Care Policy. Staff work closely with parents and carers to ensure individual needs are met safely and consistently.

Medicines are administered in line with the school's Supporting Pupils with Medical Needs Policy. Appropriate records are maintained and staff receive any necessary training to support children with medical conditions or healthcare plans.

Children are appropriately supervised at all times by suitably qualified and experienced

staff. Staffing arrangements ensure children's safety, wellbeing and learning needs are effectively met throughout the day.

The use of technology within EYFS is carefully planned and monitored to support children's learning and development. Practitioners have regard to children's screen use and seek to ensure that technology enhances learning opportunities while promoting healthy physical, social and emotional development.

Safer eating

Our staff must ensure thar children are adequately supervised, especially whilst eating. During meal times or snack times, where possible, children will face adults to reduce choking risks. Children must always be within sight and hearing of a member of staff when eating. Food will also be prepared in such a way that it also reduces choking risks. Food sharing will always be prevented. Allergies will be monitored effectively across the setting. Home visits should provide a good opportunity to gather information about any special dietary requirements , allergies and intolerances before the child begins. Staff are to be aware of any allergy plans and how to treat reactions.

Nappy changing and toileting

Fairfields recognises the importance of ensuring that all children's individual needs are met and cared for through thorough care routines. It is essential that these care routines are met to meet the unique needs of the child as an individual and are delivered appropriately. During the individuals care routine it is essential that staff ensure that the individuals physical and emotional needs are met, learning and development is supported and privacy is respected. Fairfields ensures that no child is excluded from attending who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. Work is carried out with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time. Any necessary adjustments are made to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained. Toilet training is seen as a self-care skill that children have the opportunity to learn with the full support and non-judgmental concern of adults.

There will be suitable hygienic changing facilities for anyone in nappies and changing a child will always involve two adults for safeguarding. No adult should change a child alone and out of sight of others. Children's privacy will be considered when changing nappies and toileting.

Pediatric first aid

The Early Years Framework sets a statutory requirement for all adults to be Paediatric First Aid trained in order for them to be counted in ratios. During lunch time it is also a requirement that there is a member of staff who is first aid trained.

Data Protection

Fairfields Primary School processes personal data in accordance with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 and the school's Data Protection and Privacy Policies. Personal information is collected, stored, processed and shared appropriately to support children's education, welfare and safeguarding.

Policy Review

The Foundation Stage policy will be reviewed annually to reflect changing needs, progress and practice. The Policy is to be used alongside whole school policies with particular reference to the Early Years Foundation Stage.

The following documents should be read in conjunction with this policy:

- Safeguarding and Child Protection Policy
- Attendance Policy
- SEND Policy
- Online Safety Policy
- Intimate Care Policy
- Supporting Pupils with Medical Needs Policy
- Behaviour Policy
- Health and Safety Policy
- Data Protection Policy
- Equality Policy

Approval: EYFS Policy 26-27 This policy was ratified by the Governors Date: September 2026 Signed: Penelope Beesley-Evans	Next Review on or before: September 2027 *This policy will be reviewed annually and approved by the Governors at on an annual basis.*