Early Years Policy

This policy was adopted by Governors at the meeting held on :	Summer 2026
Signed (Academy Committee Chair):	Clive Hyland
Date of Review:	Summer 2027

About our School

We are a small, rural primary school in North Northumberland. We are only one mile from the A1, just outside of the village of Ellingham. We offer provision for pupils aged 2-11 years old.

We offer Forest School-based nursery provision for 2-year-olds, in our 'Wellies&Wonder@Ellingham' provision, which operates from 8.45am-3.15pm, Wednesday,Thursday and Fridays. For 3 year olds, we offer 30 hours of nursery provision, in our designated Early Years Unit, under the experienced leadership of the Foundation Stage Teacher. This ensures seamless provision for children moving on into school.

The school has a committed team of teachers, support staff, governors and parents, who together strive to create the best possible learning environment for the children. A strength of our small school is that we can know, value and support each person as a unique individual.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Ellingham C of E Primary School, children are welcomed into the 'Wellies&Wonder' nursery once they are 2 years old. We offer both funded (for eligible 2 year olds from April 2024) and paid for sessions. In the term after they turn 3, children are invited to join the fully funded places and can take between 15 and 30 hours of nursery provision, depending on how many funded hours they are eligible for. Extra hours can be taken at an hourly rate of ~~£5.50~~ £6 per hour.

Children join Reception in the September of the year that they turn five, and parents need to apply for a school place for entry to Reception through Northumberland County Council, whether or not your child is already attending our nursery.

Statement of Intent

At Ellingham C of E Primary School, we view the Early Years Foundation Stage (EYFS) as the secure foundation for the future learning, development and flourishing of our pupils. We acknowledge that children learn more at this stage of their life than at any other time and seek to maximise that learning for every child.
Most of all, we believe that children should feel safe and happy at school and we think of our school as a big family, where our children can thrive, grow and learn about life in all its fullness. Our youngest children are a valued part of our school family and take part in a broad range of whole school events, such as collective worship, sports days and performances.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education.

We seek to provide:

- **Quality and consistency**, 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 child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2021) 'Statutory framework for the early years' foundation stage'
- DfE (2021) 'Early years foundation stage profile: 2022 handbook'
- DfE (2021) 'Development Matters'
- DfE (2024) 'Keeping children safe in education 2024''
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'

- Early Education (2021) 'Birth to 5 Matters'
- UK Council for Internet Safety (2020) 'Education for a Connected World'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Intimate Care Policy
- Allegations of Abuse Against Staff Policy
- Complaints Procedures Policy
- Equalities Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Administering Medication Policy
- Whole-school Food Policy
- Health and Safety Policy
- Fire Safety Policy
- Staff Drug and Alcohol Policy
- Safer Recruitment Policy
- Data Protection Policy

Roles and Responsibilities

The Academy Committee is responsible for:

- Ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the school's Child Protection and Safeguarding Policy and Photography Policy.
- Ensuring there is a policy in place in the event of an allegation being made against a member of staff (including supply staff) or a volunteer. These issues are addressed in the school's Allegations of Abuse Against Staff Policy.
- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The EYFS lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff, supply staff and volunteers, are responsible for:

- Familiarising themselves with, and following, this policy.
- Remaining alert to any issues of concern in children.

Aims

Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

Our Christian vision shapes our practice:

Vision

'A small school with a big heart!' **- a Christ centred community where each person can become who God intended them to be.**

This is founded in the teachings of Jesus:

Luke 10:27

'Love the Lord your God with all your heart and all your soul and all your strength and all your mind;' and 'Love your neighbour as yourself.'

Mission

* We endeavour to develop the potential of each and every child to achieve life in all its fullness, through an engaging, enquiry based curriculum of the highest quality.
* To live well together with community and church, so that all can flourish.
* To foster curiosity and delight in learning; developing confidence, resilience and wisdom.
* As a small school, to know, value and support each person as a unique individual of inherent worth.
* To develop and nurture the spirituality of each person and to encourage, in all a desire to serve others.

* To open our hearts to others so each may grow in their knowledge of themselves, and their value as a global citizen.

In Ellingham School, we aim to live through the following values which reflect our Christian vision:

Compassion, Endurance, Justice, Service, Stewardship, Reverence and Wisdom

We believe:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- 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 the school and parents.
- **Learning and development** is important. Children develop and learn in different ways and at different rates.

To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Provides a safe and secure learning environment.

Learning and Development

In partnership with parents, the school promotes the learning and development of children to ensure they are ready for the next stage of education.

The EYFS provision and practice is based on an observation of children's needs, interests and stages of development. Learning and development in school are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – prime and specific:

The 'prime' areas of learning and development are:

- Communication and language:
  - Listening, attention and understanding
  - Speaking

- Physical development:
  - Gross motor skills
  - Fine motor skills
- Personal, social and emotional development:
  - Self-regulation
  - Managing self
  - Building relationships

The 'specific' areas of learning and development are:

- Literacy:
  - Comprehension
  - Word reading
  - Writing
- Mathematics:
  - Numbers
  - 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

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things, use what they know in their play and are willing to try new things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and use what they already know to learn new things, and develop strategies for doing things.

Further information regarding learning and development, including how these link to and underpin the national curriculum in Key Stage 1 and beyond, is set out in the school's Early Years Teaching and Learning Policy.

Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

Parents will be kept up-to-date with their child's progress and development, and the EYFS lead will address any learning and development needs in partnership with parents.

Ongoing formative assessments are used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their interests and learning needs, and will use this information to inform practice and provision for each child. These are recorded at specific points on the Northumberland EYFS passport ~~and Tapestry is used to record learning, that is not just in books,~~ and communicated to parents at parent consultation meetings and via the child's annual report. These ongoing assessments are used to plan individual next steps for each child.

The EYFS setting will undertake a summative assessment of the level of each child's development at certain stages. These are:

- A two-year-old check
- A "nursery ready" assessment on the Passport system from Northumberland County Council (NCC).
- A school ready assessment which is also on the NCC Passport system.
- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception year.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

The school ensures that teachers actively engage children, their parents and other adults who have significant interaction with specific children in their assessment processes to provide a well-rounded picture of their development and attainment.

The school will ensure that assessment processes do not prevent teachers and practitioners from spending as much time as possible interacting with children and directly supporting their learning and development. Teachers will not be required to record or document evidence to prove children's level of development; however, they may decide to record particularly noteworthy achievements in order to plan teaching and where this is beneficial for building knowledge of children.

The school reports EYFS Profile results to the Local Authority (LA) when these are requested. The LA is under a duty to return this data to the relevant government department.

Profile results are also shared with parents, as part of the child's annual report in the Summer term.

Reasonable adjustments will be made to the assessment process for children with Special Educational Needs and Disabilities (SEND) as appropriate.

The EYFS lead will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will

be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support.

The school takes reasonable steps to provide opportunities for children with English as an additional language (EAL) to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if it is found that a child does not have a strong grasp of English language, the EYFS lead will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.

Assessment procedures are set out in full in our school's Assessment Policy.

Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Equalities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's Special Educational Needs Co-ordinator (SENCo).

Our Nursery Learning Environments

Wellies@Wonder Forest School Nursery

Children have access to an enclosed outdoor environment (Ellingham School Woodland), as well as use of the school hall. We provide a range of indoor activities to welcome children into the school environment and make them feel secure. Once they are dressed and prepared for the weather, our engaging, forest-school based provision includes: a mud kitchen; different sensory areas, with gravel, bark and compost for digging and building; loose parts play, using wooden planks and blocks and other items; a nature haven for wildlife to observe the creatures and birds that share our site; growing spaces for planting and growing healthy food; a seating area for snack times, crafts and camp fires, and a Polycrub shelter where children can access mark making, games, toys and take a break from the elements.

Handwashing and Toilet Provision

Handwashing and toilets are available for all in the school hall, and a full supply of changing equipment is kept up to date in there. In addition, staff also have a portable changing kit for outdoors and a designated toilet shed, with a portaloo and a potty. Toileting and changing can also take place in the Polycrub when necessary.. There is also a hot water container for hand washing.

Snacks

Healthy, fruit snacks are provided daily and children will be encouraged to eat a variety of different fruit and vegetables. There will also be milk available for all children at snack time. In cold weather, hot chocolate, made with milk will be provided to keep children warm.

Morning sessions run from 8.45-12.00pm, and children can stay for a paid school lunch. For children staying for lunch, the pick-up time is 1.00pm. Afternoon sessions run from 1.00-3.15pm. Lunches at a cost of £2.50 daily.

Safe sleep

Children who need a nap during the school day have a designated sleep area in the polycrub, and in a designated quiet area in school. Sleep mats are provided and safe sleep practice is followed at all times. We follow children's care plans to determine their individual sleep routines and preferences.

School-based Nursery

The learning environment is organised in such a way that children can explore and learn independently in a safe and interactive environment.

Children have access to an exciting, enclosed outdoor space, and daily access to the outdoor environment is planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

Pupils have regular access to our Forest School provision, located beside St. Maurice's Church within Ellingham Estate. At Forest School, they enjoy a wide range of outdoor child led activities which build resilience, stamina, physical strength and co-ordination and knowledge and understanding of the world around them. Similar forest school activities are provided daily in our school woodland.

Toilet facilities are available within the EYFS unit, and there are hygienic changing facilities located in the main disabled toilet, containing a supply of resources and spare clothes. Nappy changing facilities are also available there.

Admissions

Requests for admission to our community-powers nursery provision need to be addressed directly to the school and are welcome from when a child turns 2 years of age. From April 2024, we will offer the 15 hours of free childcare for eligible 2 year olds and also offer paid for sessions to 2 year olds who are not eligible for funding, at £6 per hour.

The School receives funding for 15 hours a week for all 3 year olds (and for eligible 2 year olds) in the term following their third (or second) birthday, as follows:

From September 2025, a code from HMRC will be required to verify your 2-year-old funding. This must be verified by the school the term before your child starts with us.

The 15 hours free funding for 3 year olds can be obtained without a code, but if you qualify for 30 hours, this must be obtained from HMRC and verified by the school the term prior to admission.

Please refer to https://beststartinlife.gov.uk/ for further information.

- Children born in the period 1st January to 31st March will receive funding from 1st April following the child's third (or second) birthday
- Children born in the period 1st April to 31st August will receive funding from 1st September following the child's third (or second) birthday
- Children born in the period 1st September to 31st December will receive funding from 1st January following the child's third (or second) birthday.

Requests for a place in the Reception class of Ellingham Primary School need to be submitted to Northumberland County Council for all children in the application period (usually the end of October to mid-January prior to the September they will start in school), regardless of whether they are attending our nursery.

Toilet Training

Due to the age of children attending our nursery, we do not expect all children to be toilet trained on entry. We have an intimate care policy and create care plans, for children wearing nappies (see appendix 1) and staff will work closely with the parents and the child to make toilet training an easier and more effective experience, when the child is ready to make that change. (See **Appendix 2** for what you will need to provide for your child while they are with us)

Arrival and Departure of Children

Vehicle access is either via the front or rear car parks. Pedestrian gates should be closed after use.

The gate to the rear playground will be open, from 8.45 am for the children attending the 2-year-old sessions. Parents should then take their child into the hall, where staff will be waiting to welcome them. Those with siblings of school age, or over 3 years old, enter via the main front door.
All members of the teaching staff are available to parents/carers every morning between 8:30 and 8.45 am.

Children can be collected via the main school entrance, where they will be brought out by a member of staff.

Attendance is recorded each day and for each session for all children and information on the attendance of all children in a funded place is provided to the Local Authority. A member of staff will then submit that register electronically to the school office.

Once in Reception and, therefore, in main school, children arriving after 9.00 am and before 9.30 am will be marked as late.

Any children arriving at school after 8.55 am must come in through the front door in order to be registered, as staff will no longer be available to let children in through the playground gate.

Safeguarding and Welfare

All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.

The Designated Safeguarding Lead (DSL) is **Karen Swinbank**(Head of school). The deputy DSL is **Diane Lakey**(Executive headteacher).

The DSL is responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

Mobile Phones and Devices

For the purposes of this policy, the term 'mobile phone' refers to any electronic device that can be used to take images or record videos, including tablets.

Photography policies and procedures are addressed in full in our Safeguarding and Child Protection Policy, as well as our electronic consent form.

Use of personal mobile phones by staff members

Staff members may use personal mobile phones or cameras when children are present, but must immediately delete any photos of pupils after use. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones should be safely stored and in silent mode whilst children are present.

Staff may take mobile phones on trips, but all photos must be deleted after use.

Staff who do not adhere to this policy will face disciplinary action. Staff must report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

Staff may use their professional judgement in emergency situations.

Use of mobile phones by parents, visitors and contractors

Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission. Parents may take photographs and videos only containing their own child during school events. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved.

The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media. Staff must report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Use of the school's i-Pads and cameras

Staff are provided with a school device to ensure that only school devices are used to take photographs and videos. School devices must have passcode protection.

School devices must only be used for work related matters, for example recording and documenting a child's learning. School devices must only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.

Staff must not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps are used to record observations relating to child protection concerns – these can be acquired from the DSL.

School devices must not be taken off school premises without prior written permission from the headteacher. Where staff members have concerns over material on a school device, they must report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Computing Lessons

Computing lessons will be used to give children the opportunity to use technology, equip them for the demands of the developing digital world, and prepare them for the next step in their education. When teaching Computing and utilising technology, e.g. laptops and tablets, the school will have due regard for the 'Education for a Connected World' framework when shaping what children are taught. The school aims to:

- Help children work more independently.

- Enable children to develop and enhance their work.
- Encourage children to collaborate on projects.
- Give children the skills and tools to access a wide range of information, ideas and cultures.
- Help children develop skills that can be used in other areas of the curriculum.
- Help children develop good control and coordination through using ICT equipment.
- Encourage children to represent their ideas, thoughts and feelings through technology.

Our Computing curriculum information, which starts from EYFS, is available on the school website.

In accordance with the DfE's 'Statutory framework for the early years foundation stage', all educational programmes offered by the setting, including Information and Communications Technology (ICT), will work towards the early learning goals (ELGs). This includes:

- **Communication and language**: ICT helps children to develop their self-expression confidence and skills, and allows them to speak and listen in a range of situations.
- **Physical development**: using interactive programmes, computer mice, keyboards and touch screens helps children develop their coordination, control and movement.
- **Personal, social and emotional development**: technology gives children access to new ways to express their emotions and interact with others.
- **Literacy**: the internet gives children to access a vast range of media and materials.
- **Mathematics**: ICT enhances children's experiences of learning mathematics and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and describing shapes, spaces and measure.
- **Understanding the world**: children will be taught to use the internet to enhance their knowledge of people, places, technology and their physical environment.
- **Expressive arts and design**: interactive games, activities and materials will be used to encourage children to share their creativity and ideas.

Computing lessons will be conducted in accordance with our Teaching and Learning Policy. Teachers will not use formative assessments for Computing, but will use summative assessments to help track children's progress. Resources will be shared fairly between children and, where needed, tasks and equipment will be adjusted to suit children's needs and abilities.

The EYFS lead will be responsible for ensuring all staff and parents are aware of the setting's policy on using technology and teaching Computing.

The Computing subject leader (Diane Lakey) will be responsible for:

- Staying aware of new developments and communicating these to staff, including through bespoke training where necessary.
- Attending appropriate in-service training, including safeguarding training.
- Maintaining the upkeep and use of ICT resources.
- Securing and maintaining ICT resources.
- Ensuring ICT resources are up-to-date, fit for purpose and safe for children to use.

- Advising staff on the correct and safe use of digital technologies.

Staff delivering the Computing curriculum will be responsible for:

- Encouraging children to apply their knowledge, skills and understanding of ICT in other areas of learning.
- Tailoring lesson delivery according to children's age and respective abilities.
- Working with the subject leader to put reasonable adjustments in place to ensure all children can make use of the school's ICT equipment.
- Undertaking summative assessments to ensure the aims set out in this policy are being met.
- Keeping the EYFS lead informed about how the aims of the setting's Computing curriculum are being achieved.
- Supporting children through play and teaching to recognise how technology is used across their lives, such as in their home and school.

The Online Safety Policy will be adhered to at all times. This includes installing internet filters and antivirus software on all devices and ensuring children are supervised appropriately when using the internet. In the event of children accessing inappropriate content online, safeguarding procedures will be followed in accordance with the Child Protection and Safeguarding Policy.

Health and Safety

The school will promote the good health of children in the EYFS, including the promotion of good oral health.

The EYFS lead will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents. Accidents and injuries will be recorded in an accident book, located in the First Aid room. The headteacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to the L.A., as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.

First-aid boxes are located in the EYFS unit, hall, First Aid room and Office.

Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's Administering Medication Policy outlines the procedures for administrating medicines.

Any food or drink provided to children is healthy, balanced and nutritious as outlined in the Whole-School Food Policy. The headteacher will notify the LA of any incidents of food poisoning affecting two or more children within 14 days of the incident. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Fresh drinking water is available at all times.

Smoking is not permitted on the school premises.

The Health and Safety Policy outlines the full health and safety policies and procedures.

The school has a Fire Safety Policy in place.

Staff taking medication or other substances

The school implements a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Staff Code of Conduct.

The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken.

Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.

Any medication used by staff is securely stored in a locked cabinet in the school office.

Staffing

A robust Safer Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.

Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.

Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

The EYFS lead is a qualified and experienced teacher, who works alongside staff whom have at least Level 3 qualifications, with an EYFS focus to comply with EYFS recruiting requirements.

There will be at least one member of staff who has a current paediatric first-aid (PFA) certificate on the school premises at all times, and will accompany children on any school outings.

Any member of staff who has sole responsibility for looking after a group of children will hold a Paediatric First Aid (PFA) certificate. All newly qualified staff with a level 2 or 3 qualification

will be PFA trained. The school will organise PFA training to be renewed every three years. The list of staff who hold PFA certificates can be found in school office.

The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'. Only members of staff with level 2 English and maths qualifications will count towards the staffing ratios at level 3.

The school adopts the following staffing ratios:

- For children aged two and over:
  - Where at least one member of staff holds a full and relevant level 3 Early Years qualification, there is one member of staff for every 5 children.
- For children aged three and over:
  - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.
  - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is not working directly with the children, there is one member of staff for every 8 children, and at least one other member of staff holds a full and relevant level 3 qualification.
- For children in Reception classes:
  - Class sizes will be limited to 30 children per school teacher.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

Information and Records

Information is stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

The following information is recorded for each child:

- The child's name and date of birth
- The name and address of every parent or carer who is known to the school, including information about all persons who have parental responsibility for the child and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer

The following information about the school is recorded:

- The school's name, address and telephone number

- The school's certificate of registration
- The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children
- A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of each child's key person

The following information is made available to parents:

- The school's privacy notice for parents and children
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Details of the policies and procedures in place in the school's EYFS
- Staffing details, including the name of their child's key person and their role and a telephone number for parents to contact in an emergency

Ofsted will be notified if there are any changes to the following:

- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, to look after children

Parental Involvement

We firmly believe that the EYFS cannot function without the enduring support of parents.

Parents are invited to termly parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day. The office or First Aid room will be utilised for confidential discussions between staff and parents.

Parents are also asked to sign electronic permission slips for any visits out of school, use of photographs of their child and using the internet at school.

Parents are asked to complete admission forms, a medical form and to visit the school and have a discussion about their child to help the school to understand their character and personality.

Parents are kept up to date about their child's learning through Tapestry. This means we can share children's successes with parents who may not come into the school building regularly. It also allows parents to share the learning that their children do at home with the school. Any problems would be dealt with face to face or by telephone, not on Tapestry.

Transition

The following process is in place to ensure children's successful transition to Year 1:

- Transition is seamless within our very small school, as our EYFS and KS1 staff and pupils learn and work together across the school year, and children are well prepared for their next stage of learning.
- In the Summer term, Reception and Year 1 staff will meet to discuss each child's development in order to support a smooth transition to Year 1.

Monitoring and Review

This policy is reviewed annually by the Academy Committee and the headteacher.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

Appendices:

Appendix 1: Intimate Care Policy and Consent Form

Appendix 2: What you will need to provide for your child

Appendix 3: Progression through the EYFS

Appendix 1:



Early Years Intimate Care Policy

This policy was adopted by Governors at the meeting held on :	3rd July 2025
Signed (Chair of Academy Committee):	Clive Hyland
Date of Review:	Spring 2026

Contents:

Statement of Intent

1. Legal framework
2. Definitions
3. Roles and responsibilities
4. Procedures for intimate care
5. Parental engagement
6. Safeguarding procedures
7. Monitoring and review

Appendices

a) Parental Consent Form
b) Toilet Introduction Procedures

Statement of Intent

Ellingham C of E Primary School understands the importance of its responsibility to safeguard and promote the welfare of children.

Pupils may require assistance with intimate care as a result of their age or due to having SEND. In all instances, effective safeguarding procedures are of paramount importance.

This policy has been developed to ensure that all staff responsible for providing intimate care undertake their duties in a professional manner at all times and treat children with sensitivity and respect.

The school is committed to providing intimate care for children in ways that:

- Maintain their dignity.
- Are sensitive to their needs and preferences.
- Maximise their safety and comfort.
- Protect them against intrusion and abuse.
- Respect the child's right to give or withdraw their consent.
- Encourage the child to care for themselves as much as they can.
- Protect the rights of all others involved.

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Safeguarding Vulnerable Groups Act 2006
- Childcare Act 2006
- Education Act 2002
- Education Act 2011
- The Control of Substances Hazardous to Health Regulations 2002 (as amended in 2004)
- DfE (2023) 'Keeping children safe in education'

This policy operates in conjunction with the following school policies:

- Administering Medication Policy
- Complaints Procedures Policy
- Child Protection and Safeguarding Policy
- Whistleblowing Policy
- Infection Control Policy
- Allegations of Abuse Against Staff Policy

Definitions

For the purpose of this policy, **"intimate care"** is the hands-on, physical care in personal hygiene, as well as physical presence or observation during such activities.

Intimate care includes the following:

- Helping a child with eating and drinking for reasons of illness or disability
- Body bathing other than to the arms and face, and to the legs below the knee

- Application of medical treatment other than to the arms and face, and to the legs below the knee
- Toileting, wiping and care in the genital and anal areas
- Dressing and undressing

Roles and Responsibilities

The headteacher is responsible for:

- Ensuring that intimate care is conducted professionally and sensitively.
- Ensuring that the intimate care of all children is carefully planned, including the creation of individual plans following discussions with the parent and the child, with input from the SENCO.
- Communicating with parents in order to establish effective partnerships when providing intimate care to children.
- Handling any complaints about the provision of intimate care in line with the school's Complaints Procedures Policy.
- Organising **annual** training for the provision of intimate care.

All members of staff who provide intimate care are responsible for:

- Undergoing **annual** training for the provision of intimate care.
- Undertaking intimate care practice respectfully, sensitively and in line with the guidelines outlined in this policy.

Parents are responsible for:

- Liaising with the school to communicate their wishes in regard to their child's intimate care.
- Providing their consent to the school's provision of their child's intimate care.
- Adhering to their duties and contributions to their child's intimate care plan, as outlined in this policy.

Procedures for Intimate Care

Staff who provide intimate care will conduct intimate care procedures in addition to the designated changing times if it is necessary; no child will be left in wet/soiled clothing or nappies.

If the designated member of staff for a child's intimate care is absent, a secondary designated member of staff will change the child, adhering to the arranged times.

Each child using nappies will have a clearly labelled bag allocated to them in which there will be clean nappies, wipes and any other individual changing equipment necessary.

Before changing a child's nappy, members of staff will put on disposable gloves and aprons, and the changing area will be cleaned appropriately using disposable blue roll paper and soap and hot water.

The changing areas are warm and comfortable for the children and are private from others.

Hot water and liquid soap are available for staff to wash their hands before and after changing a nappy; the changing area will also be cleaned appropriately after use using disposable blue roll paper and soap and hot water.

The changing area has paper towels available for members of staff to dry their hands.

Any soiled clothing will be placed in a tied plastic bag in the child's personal bag and will be returned to parents at the end of the school day.

Any used nappies will be placed in a tied plastic bag and sent home in the child's bag for safe disposal, as schools are not allowed to put them in their general waste.

Any bodily fluids that transfer onto the changing area will be cleaned appropriately.

If a pupil requires cream or other medicine, such as for a nappy rash, this will be provided in accordance with the Administering Medication Policy, and full parental consent will be gained prior to this.

Older children and those who are more-able will be encouraged to use the toilet facilities and will be reminded at regular intervals to go to the toilet.

Members of staff will use the Toilet Introduction Procedures, as outlined in the appendices of this policy, to get children used to using the toilet and encourage them to be as independent as possible.

Children will be reminded and encouraged to wash their hands after using the toilet, following the correct procedures for using soap and drying their hands.

Parental Engagement

The school will liaise closely with parents to establish individual intimate care programmes for each child which will set out the following:

- What care is required
- Number of staff needed to carry out the care
- Any additional equipment needed
- The child's preferred means of communication, e.g. visual/verbal, and the terminology to be used for parts of the body and bodily functions
- The child's level of ability, i.e. what procedures of intimate care the child can do themselves
- Any adjustments necessary in respect to cultural or religious views
- The procedure for monitoring and reviewing the intimate care plan

The information concerning the child's intimate care plan will be stored confidentially in the **school office**, and only the parents and the designated member of staff responsible for carrying out the child's intimate care will have access to the information.

The parents of the child are required to sign the Intimate Care Parental Consent Form to provide their agreement to the plan; no intimate care will be carried out without prior parental consent.

In respect of the above, if no parental consent has been given and the child does not have an intimate care plan, but the child requires intimate care, parents will be contacted by phone in order to gain consent.

Any changes that may need to be made to a child's intimate care plan will be discussed with the parents to gain consent and will then be recorded in the written intimate care plan.

Parents will be asked to supply the following items for their child's individual storage bag:

- Spare nappies
- Wipes, creams, nappy sacks, etc.
- Spare clothing
- Spare underwear

Safeguarding Procedures

The school adopts rigorous safeguarding procedures in accordance with the Child Protection and Safeguarding Policy and will apply these requirements to the intimate care procedures.

Intimate care is classified as regulated activity; therefore, the school will ensure that all adults providing intimate care have undergone an enhanced DBS check, which includes barred list information, enabling them to work with children.

Staff members working directly with children will receive safeguarding training as part of their mandatory induction, in line with the Child Protection and Safeguarding Policy.

All members of staff will receive safeguarding training on an **annual** basis, and receive child protection and safeguarding updates as required, but at least annually.

All members of staff are instructed to report any concerns about the safety and welfare of children with regards to intimate care, including any unusual marks, bruises or injuries, to the DSL in accordance with the school's Whistleblowing Policy.

Any concerns about the correct safeguarding of children will be dealt with in accordance with the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

Monitoring and Review

This policy will be reviewed **annually** by the headteacher/DSL and EYFS Lead, who will make any changes necessary and communicate these to all members of staff.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

Parental Consent Form

This form is to be completed by the EYFS lead and signed by parents.

Name of Child		Date of Birth	
Care requirements, including frequency:			
I consent to the staff at Ellingham C of E Primary School carrying out the necessary intimate care of my child, during their nursery or 2-year-old sessions.			
I consent to the staff sharing information about my child's learning and development with other agencies, where necessary, e.g. Health Visitor.			
I will supply spare nappies, wipes and creams usually used with my child, as well as additional clothing and underwear in a named bag.			

I have read the Early Years Intimate Care Policy provided by **Ellingham C of E Primary School** and I agree to the intimate care plan and permissions outlined above:

Signature of Parent		Date	
Signature of EYFS Lead		Date	

Toilet Introduction Procedures

Registered address: Pele Trust c/o Ponteland High School, The Crescent, Callerton Lane, Ponteland, Newcastle-upon-Tyne NE20 9EG
A charitable company limited by guarantee registered in England and Wales (company number: 11395017).

PELE TRUST
Ellingham CE Primary School is part of Pele Trust.

As children develop bladder control, they will pass through the following three stages:

1. The child becomes aware of having wet and/or soiled pants;
2. The child knows that urination/defecation is taking place and can alert a member of staff;
3. The child realises that they need to urinate/defecate and alerts a member of staff in advance.

During these stages, members of staff will assess the child over a period of two weeks to determine:

- If there is a pattern to when the child is soiled/wet.
- The indicators that the child displays when they need the toilet, e.g. facial expressions.

Staff will implement the following strategies to get children used to using the toilet and being independent:

- Familiarise the child with the toilet, washing their hands, flushing the toilet and referencing other children as good role-models for this practice
- Encourage the child to use the toilet when they are using their personal indicators to show that they may need the toilet
- Take the child to the toilet at a time when monitoring has indicated that this is when they would usually need the toilet
- Ensure that the child can reach the toilet and is comfortable doing so
- Stay with the child and talk to them to make them more relaxed about using the toilet
- Don't force the child to use the toilet if they don't want to, but still encourage them to do so using positive language and praise
- Deal with any accidents discreetly, sensitively and without any unnecessary attention
- Be patient with children when they are using the toilet, and use positive language and praise to encourage them

Appendix 2: What you will need to provide for your child

2 Year Olds

Your child will need a named bag which they bring to and from school each day. It needs to contain:

A full change of clothing including socks and vest.

All their changing requirements, including nappies, wipes, nappy sacks etc.

A water bottle or sealed cup filled with fresh water that they can use independently.

A comforter or small familiar toy to help them settle into nursery.

A photograph/photographs of family members….Mum, Dad, siblings, that they can talk about to staff.

Your child also needs:

A warm coat ***every*** day and hat and gloves, if necessary

A pair of wellies which are waterproof. These can be left in school if you wish.

3 Year Olds

A full change of clothing including several pairs of pants, socks and vest.

Any changing requirements they may still need, including nappies, wipes, nappy sacks etc.

A water bottle filled with fresh water that they can use independently.

A PE kit including some outdoor shoes, shorts, T shirt and jogging bottoms. A school hoodie is also available for sports. Please follow the link on the school website to find the school uniform sports kit.

Your child also needs:

A warm coat ***every*** day and hat and gloves, if necessary

Reception

A book bag to carry work, reading books and library books safely to and from school.

A PE kit including some outdoor shoes, shorts, T shirt and jogging bottoms. A school hoodie is also available for sports. Please follow the link on the school website to find the school uniform sports kit.

Please include spare pants and socks in the PE bag. We work out of doors- a lot and accidents happen in mud and in the stream, as well as at the toilet!

A water bottle filled with fresh water that they can use independently.

Your child also needs:

A warm coat ***every*** day and hat and gloves, if necessary

******Please check bags and PE kits regularly so used items can be replaced.******

Appendix 3: Progression through the EYFS

At Ellingham, we recognise that children progress at different rates and in different ways. We aim to support each child to learn in a way that suits them and at their own speed. We carefully plan progression into our different learning spaces, so that children are able to have challenge and develop new skills throughout their time with us.

Within our school grounds, we provide equipment and activities which reflect this expectation, that children will have increased challenge as they grow. For example, seaside buckets and spades in 'Wellies&Wonder' are replaced by children's metal spades and gardening tools in nursery with builders' buckets. By Reception, children use a range of different gardening tools and equipment and manage heavy planks of wood and tyres to create some amazing feats of engineering, as well as grow food to share with the whole school.

Similarly, our indoor provision is closely monitored for progression as children develop and grow. Writing equipment goes from chunky chalks and crayons to pencils and pens, that children see adults using in everyday life. Construction materials progress in difficulty from joining simple pieces together to lolly stick challenges, which make children plan carefully to meet specific design criteria.

We also encourage children to become more and more independent as they move through the EYFS. At two, they are supported to use cutlery and an open cup for themselves. By Reception, we see children baking independently, following a picture recipe, pouring their own drinks and cutting up their own fruit at snack time. Similarly, our older children select all the resources they need for a task and tidy them away, whereas our younger children may be provided with a range of resources for painting or making. Independence with toileting and clothing is a priority and is always encouraged; supported sensitively and positively at a child's own pace.

This planning for careful progression throughout the age groups, means that learning is built into every activity in our EYFS and children make rapid progress. They benefit from time spent in mixed age groups, where they support and inspire each other, as well as time in their own smaller groups where learning is delivered which addresses their next steps. We are committed to ensuring that this learning is play based and fun, and that children feel a real sense of pride in their achievements every day.

We hope that through Tapestry and feedback from staff, you will be just as proud and delighted by your child's learning as we are, and we look forward to joining you on this exciting journey.