

Stanborough Primary School & Nursery

EYFS Policy

(Early Years Foundation Stage)



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Early Years Foundation Stage (EYFS) Policy

Stanborough Primary School & Nursery

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Purpose

This policy outlines the purposes, nature, and management of Early Years Education at Stanborough Primary School. Within this document, the term Early Years Foundation Stage (EYFS) is used to describe children who are in our 2–3-Year-Old Provision, Nursery, and Reception classes.

This policy is written in line with the statutory Early Years Foundation Stage framework, Keeping Children Safe in Education (KCSIE) 2025, the Equality Act 2010, the Data Protection Act 2018, UK GDPR, and aligns with Ofsted’s 2025 inspection framework. It also reflects the school’s Christian ethos and our commitment to safeguarding, inclusion, high-quality teaching, strong leadership, and ensuring that all children make strong progress from their starting points.

Overall Statement

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential.”
— Early Years Foundation Stage Statutory Framework

“*Children are a heritage from the Lord...*”
— *Psalms 127:3*

At Stanborough Primary School, we believe that every child is uniquely created, valued, and full of potential. As an independent Christian school, our Early Years provision is rooted in a commitment to nurturing the whole child—spiritually, socially, emotionally, physically, and intellectually—within a caring, inclusive, and inspiring environment.

Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

Stanborough Primary School is a happy, inclusive, caring school, where every child matters. Our approach encourages all children to be enthusiastic lifelong learners, resilient, confident, and willing to take risks in all aspects of their lives.

We will do this by:

- Providing a happy, caring environment where children are safe.
- Helping children to develop their confidence and independence.
- Providing high-quality education and care where children develop the skills they need for learning in all areas of the EYFS.
- Providing an exciting and stimulating environment to foster a positive attitude to learning.
- Laying the foundations for their future learning.
- Promoting close relationships with families and sharing the education of their children.
- Encouraging awe, wonder, kindness, respect, honesty, and compassion through our Christian ethos.

Impact: Children leave the EYFS as confident, enthusiastic, and independent learners who are well prepared socially, emotionally, spiritually, and academically for the next stage of their education.

Aims for Children in the Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) framework is underpinned by four overarching principles that guide practice in early years settings and shape how we support children's learning, development, and well-being. At Stanborough Primary School, these principles inform every aspect of our provision, ensuring that each child is valued, supported, and given the best possible start to their education.

A Unique Child

Every child is an individual with their own personality, strengths, interests, and learning needs. We recognise that children are constantly learning and developing at their own pace, and we celebrate their individuality. Our provision encourages children to be resilient, capable, confident, and self-assured, fostering a sense of identity and self-worth that supports their learning and personal growth.

Positive Relationships

Children thrive when they feel secure, valued, and supported by caring adults. At Stanborough, we prioritise nurturing, trusting relationships between children and practitioners, as well as between children and their peers. Positive relationships enable children to develop independence, confidence, social skills, and emotional resilience. We actively involve families as partners in their child's learning journey, recognising that strong home-school connections are essential for supporting children's development.

Enabling Environments

Children learn best in environments that respond to their individual needs and interests. We provide rich, stimulating, and safe indoor and outdoor learning spaces, full of opportunities for exploration, creativity, and discovery. Our settings are carefully organised to promote choice, independence, and curiosity, allowing children to engage in both structured and child-initiated activities. Practitioners observe, reflect, and adapt the environment to ensure it meets the changing needs of the children and encourages them to take risks and explore safely.

Learning and Development

Children develop and learn in a wide variety of ways and at different rates. The EYFS framework recognises that all areas of learning—prime and specific—are interconnected. At Stanborough, we ensure that each child receives a broad, balanced, and progressive curriculum that supports cognitive, social, emotional, and physical development. We are committed to providing inclusive provision that meets the needs of all children, including those with special educational needs and disabilities (SEND), ensuring that every child can access learning opportunities and achieve their full potential.

By embedding these principles into all aspects of our practice, we aim to support children to become confident, enthusiastic, and independent learners, equipped with the skills, knowledge, and personal qualities they need to thrive throughout their education and beyond.

Impact: Children demonstrate high levels of engagement, security, independence, and progress across all areas of learning.

Ofsted Inspection Framework (2025)

This policy aligns with Ofsted's 2025 inspection framework and toolkit, which came into force on 10 November 2025. Our EYFS provision is inspected against the Early Years evaluation area, as well as broader evaluation areas including safeguarding, inclusion, curriculum and teaching, achievement, attendance and behaviour, personal development and wellbeing, and leadership and governance.

We are committed to ensuring that our provision reflects the highest expectations in each of these areas. Leaders monitor the quality of education, children's achievement, the effectiveness of safeguarding, and the inclusiveness of our practice so that children receive a consistently high-quality early years education.

Impact: Continuous monitoring against current inspection expectations helps ensure that children receive ambitious, inclusive, and well-led provision.

Admission Statement

Information for Parents

At Stanborough Primary School, we recognise that the transition into our Early Years provision is a significant milestone for both children and families. To ensure a smooth and positive start, we provide detailed information and personalised support for parents.

- **Admissions Guidance:** Comprehensive information is provided by the school's admissions team to families interested in applying for a place. This includes details about our EYFS provision, curriculum, routines, and policies.
- **Parent Meetings:** Each parent or carer meets with the Early Years Co-ordinator prior to admission. This meeting allows families to ask questions, share important information about their child, and begin building a partnership with the school.
- **Home Visits:** Where requested, two members of staff visit the child's home prior to starting the 2–3-Year-Old Provision or Nursery. This allows staff to observe the child in a familiar environment, gain insights into their routines, and establish a strong home-school connection.
- **Reception Induction:** All children joining Reception from other nursery settings are also offered a home visit as part of the induction process. These visits help familiarise children and parents with their key person, reduce anxiety, and support a smooth transition into school life.

Emergency and Medical Information

- Accurate records of emergency contacts, medical needs, allergies, and dietary requirements are collected for each child and reviewed regularly.

- This ensures staff can respond promptly and appropriately in the event of illness or emergency, supporting the child's safety and well-being at all times.

Session Times and Collection Procedures

- All children must be accompanied to and from school by a responsible adult.
- Children will only be released at the end of the day to a parent, carer, or known adult authorised on the child's contact list.
- 2–3-Year-Old Provision and Nursery: Morning session: 8:30–11:45am; Full day: 8:30–3:30pm.
- Reception: 8:30–3:30pm; Lunch: 11:45–1:00pm.
- These structured routines support children's sense of security and understanding of daily patterns, in line with EYFS principles of enabling environments and personal, social, and emotional development.

Outdoor Play

- The outdoor play space is securely fenced, providing a safe environment where children can develop physical skills, confidence, and social abilities through cooperative play.
- Outdoor activities are planned with equal importance to indoor learning, in accordance with the EYFS framework, recognising the value of physical development, exploration, and first-hand experiences.
- Children are encouraged to participate in all-weather outdoor activities, promoting resilience and healthy lifestyles. Parents are asked to ensure children are dressed appropriately for the weather.
- If a child is unwell and unable to participate safely in outdoor activities, they should remain at home.
- Nursery and Reception children also take part in weekly specialist P.E. sessions, led by qualified instructors, to develop coordination, movement skills, and a love of physical activity.

Whole-School Activities and Resources

- The Nursery and Reception classes join together for celebration assemblies when appropriate, fostering a sense of community and shared achievement.
- Reception children participate in whole-school assemblies from the Autumn term, helping them feel part of the wider school community.
- Children in the Early Years have access to the lower school library, P.E. equipment, and computers, supporting literacy, physical development, and digital skills within a broad and enriching curriculum.

Impact: Children settle well, feel safe and secure, and become confident members of the school community from the earliest stages.

Statutory EYFS Requirements and Reforms Implemented

In line with the statutory EYFS framework, the following reforms have been implemented:

- Reducing bureaucracy for professionals, including simplifying assessment processes and paperwork, particularly in relation to the statutory assessment of children's development at the end of the Reception year (EYFS Profile).
- Simplifying learning and development requirements by reducing the number of Early Learning Goals from 69 to 17, enabling practitioners to focus on children's progress rather than excessive data collection.
- Strengthening the emphasis on the three prime areas of learning, essential for healthy development: communication and language; physical development; personal, social and emotional development.

- Introducing a statutory progress check at age two, in partnership with parents and linked to the Healthy Child Programme review.
- Strengthening partnerships between professionals and parents, recognising parents as key partners and using clear statutory language.
- Strengthening safeguarding requirements, including child protection policies, safer recruitment procedures, staff suitability checks, and management of allegations or concerns.
- Reinforcing staff safeguarding knowledge and training, ensuring all practitioners can identify abuse, neglect, and wider safeguarding concerns.
- Providing operational guidance around staff qualifications, supervision, deployment, and children's safety.
- Introducing greater flexibility within staff-to-child ratios and qualifications, while maintaining high standards of care, learning, and safeguarding.
- Strengthening information-sharing and multi-agency working, especially for safeguarding, welfare, or additional needs.

In addition, our provision reflects current statutory expectations in relation to Keeping Children Safe in Education (KCSIE) 2025, child-on-child abuse, online safety, inclusion, and wider safeguarding culture.

Impact: Statutory requirements are implemented in a way that supports effective teaching, strong safeguarding, and better outcomes for children.

Safeguarding and Keeping Children Safe in Education (KCSIE) 2025

Designated Safeguarding Lead (DSL): Rebecca Dean

Headteacher: Tiann Madden

At Stanborough Primary School, safeguarding and promoting the welfare of children is everyone's responsibility. All staff working in the EYFS have read and understood Part One of Keeping Children Safe in Education (KCSIE) 2025.

Staff understand that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. While only appropriately trained professionals can diagnose mental health conditions, all staff are alert to signs that children may be experiencing emotional or behavioural difficulties and take appropriate action.

Staff receive safeguarding and child protection training at induction and regular updates thereafter. They understand how to identify concerns, record information accurately, and refer concerns to the Designated Safeguarding Lead.

All staff are aware of safeguarding systems within the school, including policies, procedures, and the role of the DSL. They understand the importance of early help and how to access support for children and families.

Impact: Safeguarding is embedded in every aspect of provision, and children are protected through a vigilant, well-trained, and responsive staff team.

Online Safety

We recognise that children in the EYFS are increasingly exposed to technology and online content, both at school and at home. We are committed to teaching children age-appropriate messages about staying safe online and ensuring that staff are trained to identify and respond to online safety concerns.

All staff receive training in online safety as part of their safeguarding and child protection training at induction, and this training is regularly updated. Staff understand their roles and responsibilities in relation to filtering and monitoring systems and know how to respond if they have concerns about a child's online activity or exposure to harmful content.

The school has appropriate filtering and monitoring systems in place on all school devices and networks. These systems are reviewed regularly by the governing body and leadership team to ensure they remain effective and proportionate to the needs and age of our pupils. Staff understand how these systems work and know how to escalate concerns.

Children in the EYFS are taught age-appropriate messages about online safety, including:

- Understanding that adults can help them if they see something online that worries them
- Recognising that not everything they see online is true or safe
- Learning about kind and unkind behaviour online, in the same way they learn about kind and unkind behaviour offline
- Developing an understanding of how to use technology safely and respectfully

These messages are integrated into our curriculum and reinforced through daily routines, discussions, and activities. Our approach to online safety is reviewed annually and informed by our whole-school Online Safety Policy.

Impact: Children begin to develop an early understanding of online safety, while staff and systems work together to minimise risk.

Child-on-Child Abuse

We recognise that children are capable of abusing other children, including through physical harm, emotional harm, or inappropriate behaviour. All staff are trained to recognise the signs of child-on-child abuse and understand our procedures for responding, recording, and supporting children involved.

We have a zero-tolerance approach to abuse, and it will never be dismissed as banter, harmless behaviour, or part of growing up. Our procedures include minimising the risk of child-on-child abuse through effective supervision, positive behaviour management, and a culture of respect and kindness.

All concerns are reported to the DSL, recorded appropriately, investigated in line with the school's safeguarding procedures, and followed by support for all children involved.

Impact: Children are protected within a culture where harmful behaviour is recognised early, addressed promptly, and never normalised.

Relationships, Sex and Health Education (RSHE)

While formal Relationships and Sex Education is not statutory in the EYFS, our curriculum supports children's personal, social, and emotional development in ways that lay the foundations for later RSHE learning. This is in line with the Department for Education's statutory guidance on RSHE.

Our EYFS curriculum supports children to:

- Develop healthy, respectful relationships with peers and adults
- Understand boundaries, kindness, and respect in age-appropriate ways
- Recognise and name their feelings and understand that all feelings are valid
- Develop self-confidence, self-awareness, and self-regulation
- Understand that families come in many forms and that all families should be respected

- Learn about keeping themselves safe, including who to talk to if they are worried or upset
- Develop an understanding of personal hygiene and healthy lifestyles, including physical activity, healthy eating, and rest

At Stanborough Primary School, we do not teach sex education beyond the national curriculum for science in our EYFS provision. We recognise the importance of working in partnership with parents and ensure that families are informed about what is taught and how this supports children's development.

We actively involve parents and carers in their child's personal, social, and emotional development and recognise that parents are key partners in supporting children's development and well-being.

Impact: Children develop the early personal, social, and emotional understanding needed to build positive relationships, stay safe, and thrive.

The Early Years Foundation Stage Curriculum

The curriculum for the Early Years Foundation Stage (EYFS) at Stanborough Primary School forms the first stage of our whole-school curriculum. It is designed to provide children with rich, engaging, and meaningful experiences that support their development, learning, and well-being. Our EYFS curriculum is play-based, child-centred, and inclusive, enabling every child to develop at their own pace while being supported to achieve their full potential.

The seven areas of learning and development, in alignment with the Development Matters guidance, are:

1. Communication and Language

- Encouraging children to develop listening and attention skills, express themselves verbally, and understand and use language effectively.
- Supports literacy, social interaction, and confidence in sharing ideas.
- Children are provided with daily opportunities for speaking, listening, storytelling, discussion, and role-play.

2. Physical Development

- Developing gross and fine motor skills, coordination, balance, and spatial awareness through a wide range of activities both indoors and outdoors.
- Promotes healthy lifestyles, independence in self-care, and confidence in movement.
- Includes access to outdoor play, structured P.E. sessions, and activities that strengthen hand-eye coordination and manipulative skills.

3. Personal, Social and Emotional Development (PSED)

- Supporting children to develop self-confidence, resilience, and the ability to manage feelings and behaviour.
- Encourages positive relationships with peers and adults and understanding of personal boundaries.
- Integral for preparing children for school life and fostering empathy, cooperation, and a sense of belonging.

4. Literacy

- Encouraging children to link sounds and letters, develop reading skills, and explore writing for a variety of purposes.
- Activities include storytelling, shared reading, mark-making, and early writing opportunities.

- Supports communication, imagination, and cognitive development.

5. Mathematics

- Developing understanding of numbers, patterns, shapes, measurements, and problem-solving through hands-on, practical activities.
- Builds the foundations for numeracy, reasoning, and logical thinking.
- Children explore counting, sorting, comparing, and early calculation in meaningful contexts.

6. Understanding the World

- Helping children explore and make sense of the world around them, including people, communities, nature, and technology.
- Supports early science, geography, history, and technological skills.
- Activities include observing natural phenomena, exploring cultural traditions, investigating materials, and using digital tools.

7. Expressive Arts and Design

- Encouraging imagination, creativity, and self-expression through art, music, dance, role-play, and design activities.
- Supports communication, problem-solving, emotional expression, and aesthetic appreciation.
- Children experiment with materials, explore different media, and use creative thinking to solve problems and tell stories.

Characteristics of Effective Learning

Children are assessed not only on what they know but also how they learn. The Characteristics of Effective Learning are central to the EYFS framework and underpin all areas of learning. These are:

1. Playing and Exploring – children investigate, experience, and “have a go.”

- Encourages curiosity, creativity, risk-taking, and independent problem-solving.
- Practitioners provide open-ended resources and opportunities for exploration so that children can develop confidence in trying new things.

2. Active Learning – children concentrate, persist, and enjoy achieving their goals.

- Develops resilience, self-motivation, and the ability to sustain focus, which are essential for lifelong learning.
- Practitioners support children to persevere with challenge, celebrate success, and develop pride in achievement.

3. Creating and Thinking Critically – children think flexibly, make decisions, and solve problems.

- Promotes reasoning, reflection, innovation, and the ability to adapt learning strategies in different contexts.
- Practitioners encourage children to talk through ideas, make choices, and solve problems in creative and thoughtful ways.

By observing and supporting the Characteristics of Effective Learning, practitioners can tailor experiences to match each child’s preferred ways of learning, ensure engagement, and foster skills that are vital for success in school and beyond.

Impact: Children become curious, resilient, and reflective learners who engage deeply with their learning and develop strong foundations across all areas.

Curriculum Planning and Implementation

- Our curriculum is planned through topics and themes, typically lasting half a term, that integrate experiences across all seven areas of learning.
- Activities are a balance of child-initiated and adult-led learning, ensuring opportunities for independent exploration as well as guided skill development.
- Observations and assessments inform planning, allowing practitioners to respond to children's interests, abilities, and developmental needs.
- Children are provided with first-hand experiences, open-ended activities, and real-life contexts, ensuring learning is meaningful, engaging, and memorable.
- The youngest children experience predominantly child-initiated play, gradually supported by more structured activities as they develop readiness for formal learning in Reception and transition to Key Stage 1.

Our EYFS curriculum also lays the foundations for later learning in relationships, health, online safety, personal development, and citizenship through carefully planned, age-appropriate experiences.

Impact: A well-sequenced and responsive curriculum helps children build knowledge, skills, confidence, and independence over time.

Assessment and Record Keeping

As an independent school, we are not required to administer the statutory Reception Baseline Assessment (RBA). However, we have developed our own comprehensive baseline assessment approach that reflects the needs, ethos, and curriculum of our setting. This ensures that we have a detailed and accurate understanding of each child's starting points and can plan effectively to support their individual development.

At Stanborough Primary School, assessment is central to understanding each child's development, planning effective learning experiences, and ensuring that all children make progress in line with their individual needs. Our approach to assessment and record keeping is systematic, ongoing, and meaningful, ensuring that every child's learning journey is documented, monitored, and shared with parents and professionals.

Baseline Assessments

As an independent school, we are not required to administer the statutory Reception Baseline Assessment (RBA), which is mandatory only for maintained schools and academies. Instead, we carry out our own comprehensive baseline assessments when children enter Reception to ensure we understand each child's starting points and can plan effectively to meet their individual needs.

- On entry to the EYFS, children undergo baseline assessments across the seven areas of learning and development and the Characteristics of Effective Learning.
- For Reception children, this takes place within the first half-term; for mid-phase admissions, assessments are carried out upon joining.
- These assessments help practitioners understand each child's starting points, plan appropriate support, and identify areas for early intervention.

Ongoing Assessment

- Children's learning is continually observed, documented, and reflected upon. Daily evidence is collected through observations, children's work, floorbooks, and ClassDojo.

- Practitioners track progress across all areas of learning and development, identifying strengths, next steps, and any additional support required.
- Observations also capture how children learn, linking to the Characteristics of Effective Learning: playing and exploring, active learning, and creating and thinking critically.

Records of Achievement and Portfolios

- Each child's learning journey is documented in individual portfolios and records of achievement, which provide a comprehensive overview of progress over time.
- These records support planning, inform conversations with parents, and create a rich resource for reflection on each child's development.

Target Setting

- Assessment information is used to set individual learning targets, ensuring that every child is supported to achieve their full potential.
- Targets are reviewed regularly and adapted in response to children's progress and emerging interests.

Moderation

- Internal moderation ensures consistency and accuracy across EYFS classrooms.
- External moderation with other schools and advisers supports professional judgement, maintains high standards, and ensures alignment with statutory expectations.

Reporting

- Children's progress and achievements are shared regularly with parents and carers through meetings, written reports, and ClassDojo updates.
- This ensures a strong partnership between home and setting, allowing parents to support learning at home and stay informed about their child's development.

Liaison with Other Settings

- Effective communication with previous and future educational settings ensures continuity of learning.
- Records, assessments, and key observations are shared to support smooth transitions and provide a clear picture of the child's development journey.

Impact: Assessment is accurate, purposeful, and child-centred, enabling staff to identify needs early, plan effectively, and support strong progress for all children.

EYFS Assessment Procedures

Assessment within the EYFS is purposeful, continuous, and designed to support children's learning, development, and well-being. Procedures include:

- **Ongoing Observations:** Practitioners observe and document children's engagement, interests, and achievements throughout daily activities.
- **Daily Evidence Collection:** Evidence is gathered from children's work, floorbooks, and ClassDojo, allowing for rich documentation and parent engagement.
- **Baseline Assessments:** Reception children complete an internal baseline assessment on entry; mid-phase arrivals are assessed upon entry.
- **Age Two to Two-and-a-Half Progress Check:**

- Statutory check focusing on the three prime areas: communication and language, physical development, and personal, social, and emotional development.
- Parents are fully involved, and the check is linked with the Healthy Child Programme review to ensure early identification of additional support needs.
- **Final Reception Assessment:**
 - The EYFS Profile is completed in the final half-term of Reception, providing a summary of each child's development against the 17 Early Learning Goals.
 - This assessment informs Year 1 teachers, supporting a smooth transition and continuity of learning.
- **Parent Engagement:** Parents access observations, progress updates, and assessments via ClassDojo and other communication tools, strengthening home-school partnerships.

Impact: Assessment procedures provide a clear, well-rounded picture of children's development and support responsive, high-quality teaching.

Inclusion and Special Educational Needs and Disabilities (SEND)

EYFS SENCo: Rebecca Dean

Inclusion Lead: Joanna Swain

At Stanborough Primary School, we are committed to early identification of additional needs and to providing high-quality, inclusive provision for all children, including those with special educational needs and disabilities (SEND), disadvantaged children, and those known or previously known to children's social care.

We recognise that early identification and intervention are essential to supporting children's development and preventing needs from escalating. All practitioners are trained to observe children carefully, identify any concerns about development or well-being, and take prompt action to provide support.

Statutory Progress Check at Age Two

All children aged between two and two-and-a-half receive a statutory progress check focusing on the three prime areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

This progress check is shared with parents and carers, linked to the Healthy Child Programme review where appropriate, and used to identify any areas where a child's progress is less than expected so that suitable support can be put in place.

Supporting Children with SEND

We work closely with parents, the SENCo, and external agencies to ensure that children with SEND receive:

- Appropriate support tailored to their individual needs
- Reasonable adjustments to ensure they can access the curriculum and participate fully in all activities
- Access to a broad and balanced curriculum that builds on their knowledge and is adapted to their needs
- Regular monitoring and review of their progress, with adjustments made as needed

We recognise that assessment and recording methods must be appropriate to each child's needs and abilities, and that inclusive practice requires flexibility, compassion, and ambition.

Partnership with Parents and External Agencies

Parents are key partners in supporting children with SEND. We actively involve parents in identifying concerns, discussing needs, setting targets, reviewing progress, and accessing support from external agencies.

We work closely with a range of professionals and services, including health visitors, speech and language therapists, occupational therapists, educational psychologists, social care, and early years inclusion services.

Impact: Children with SEND are supported early, included fully, and enabled to make meaningful progress from their starting points.

Equality, Diversity and Inclusion

We are committed to promoting equality, diversity, and inclusion in all aspects of our EYFS provision. We celebrate diversity, challenge stereotypes, and ensure that all children, regardless of background, ability, or protected characteristic, have equal access to learning opportunities.

Our curriculum reflects the diverse world in which children live and prepares them to be respectful, tolerant, and active members of society. We ensure that all children feel valued, represented, and included.

Impact: Children learn in an environment where difference is respected, barriers are reduced, and every child feels they belong.

Positive Handling

At Stanborough Primary School, our Positive Handling policy reflects the principles of the EYFS framework, emphasising the creation of a safe, nurturing, and inclusive environment in which every child feels valued, respected, and supported. We recognise that children may sometimes display challenging behaviour as part of their development or in response to unmet needs, and we are committed to responding in a way that promotes learning, emotional regulation, and positive relationships.

Principles of Positive Handling

- Positive handling involves using the least intrusive, most respectful methods to manage challenging behaviour, always prioritising prevention, de-escalation, and early intervention.
- Practitioners are trained to understand and respond to each child's individual needs, using positive reinforcement, modelling, guidance, and conflict resolution strategies to promote self-regulation, social skills, and emotional well-being.
- All approaches are consistent with the school's safeguarding responsibilities, ensuring that children are protected from harm at all times.

Modelling and Behaviour Strategies

- **Lead by Example:** Adults consistently demonstrate positive, respectful behaviour, as children naturally imitate the behaviour they observe.
- **Role-Playing:** Structured activities provide opportunities for children to practice problem-solving, conflict resolution, and appropriate social behaviour.
- **Positive Language:** Instructions and feedback are framed positively to encourage cooperation and self-discipline. For example, saying "Please walk" instead of "Don't run" supports children in understanding expectations without fear or shame.
- **Active Listening:** Practitioners listen attentively to children's thoughts, feelings, and concerns, validating emotions and modelling empathy, which supports emotional literacy and resilience.

Calming and Support Techniques

- **Calm Down Areas:** Designated spaces allow children to step away from emotionally charged situations, regulate their feelings, and return to activities with renewed focus.
- **De-escalation Strategies:** Practitioners use gentle guidance, distraction, and problem-solving approaches to defuse tension before behaviours escalate.
- **Physical Intervention:** Only employed as a last resort, and solely when necessary to prevent harm to the child or others. Any intervention is conducted with the utmost care and respect for the child's dignity and is in line with EYFS safeguarding guidance.

Staff Training and Professional Development

- All staff receive regular training in positive handling, behaviour management, and safeguarding procedures, ensuring that they are confident, consistent, and reflective practitioners.
- Practitioners are encouraged to engage in reflective practice, evaluating strategies, sharing successes, and identifying opportunities for professional growth.

By implementing this comprehensive approach, Stanborough ensures that children:

- Feel safe, supported, and respected at all times.
- Develop the social, emotional, and behavioural skills needed for lifelong learning.
- Experience strong, positive relationships with adults and peers.
- Learn in a setting where empathy, respect, and emotional well-being are central to everyday practice.

Impact: Children learn within a calm, respectful environment where behaviour is understood developmentally and supported positively.

Toileting, Intimate Care, and Independence in the EYFS (Ages 2–5)

At Stanborough Primary School, we recognise that children in the Early Years Foundation Stage (EYFS), aged 2 to 5, are at different stages of development in toileting and personal care. We are committed to supporting children sensitively, promoting independence, and ensuring dignity, safety, and well-being at all times.

Supporting All Stages of Development

- Children may be in nappies, pull-ups, or underwear, depending on their stage of development. All stages are fully supported, and staff respond to individual needs with care and consistency.
- Staff promptly change nappies or soiled clothing, ensuring children remain comfortable, clean, and confident, in line with safeguarding and hygiene requirements.

Toilet Training and Independence

- Children who are toilet training are encouraged in a positive and supportive manner, with reassurance, praise, and guidance to build confidence and self-esteem.
- Children are supported to develop skills appropriate to their age and readiness, including:
 - Recognising the need to use the toilet
 - Communicating their needs effectively to adults
 - Using the toilet with increasing independence
 - Managing aspects of personal hygiene, such as wiping, where developmentally appropriate

Access and Routine

- Toilets are readily accessible at all times, and children are gently reminded at routine intervals, such as after snack, lunch, outdoor play, and before leaving the setting.

- Staff promote consistent handwashing after using the toilet or following nappy changes, with soap and paper towels readily available.

Intimate Care Procedures

- All intimate care, including nappy changing, follows the school's safeguarding and hygiene policies, ensuring agreed procedures are consistently applied.
- Staff involved in personal care are employed by the school, have undergone regulatory checks, and receive appropriate training in safeguarding and hygiene procedures.

Recording and Communication

- All toileting incidents are carefully documented, including the date, time, adults involved, actions taken, and any concerns or observations.
- Parents are informed of incidents, and staff have the opportunity to raise any concerns or observations to ensure a consistent and supportive approach.

This approach ensures that children in the EYFS feel secure, cared for, and supported, promotes personal, social, and emotional development, and encourages independence and confidence in their personal care routines.

Impact: Children are supported with dignity and consistency, enabling them to develop confidence, comfort, and independence in personal care.

Parental Involvement

At Stanborough Primary School, we recognise that parents and carers are essential partners in their child's learning and development. We actively encourage and support family involvement in all aspects of the Early Years Foundation Stage (EYFS) to strengthen home-school links and enhance children's outcomes.

Partnership with Families

- Parents are valued as key partners in learning, and their knowledge of their child informs planning and individualised support.
- Families are supported in understanding the EYFS framework, the curriculum, and how to extend learning at home.

Support for Specific Needs

- Support is provided for bilingual families and those who do not speak English, including translation and additional guidance where needed.
- Advice and guidance are offered for parents of children with special educational needs or additional support requirements, ensuring inclusive and equitable participation.

Active Participation in the Setting

- Parents are encouraged to help in school activities, attend EYFS events, and engage with themed learning sessions.
- Home visits and scheduled parent time in EYFS provide opportunities for children and parents to build relationships with staff and familiarise themselves with the setting.

Supporting Learning at Home

- Parents are invited to participate in shared reading and homework activities, fostering literacy, numeracy, and learning skills.
- Families are actively encouraged to contribute to their child's ClassDojo profile, sharing insights into interests, achievements, and development outside school.

Workshops and Guidance

- We offer workshops for literacy, numeracy, phonics, and other aspects of early learning, providing practical strategies for parents to support learning at home.

Ongoing Communication

- Parents can comment on and discuss their child's progress via ClassDojo, parent meetings, and reports.
- Regular updates, newsletters, and informal discussions ensure parents are fully informed and able to actively support and participate in their child's learning journey.

We actively consult with parents when developing and reviewing this EYFS policy and curriculum. Parents' views are gathered through surveys, meetings, and informal discussions, and their feedback informs our provision.

By fostering strong partnerships with parents, Stanborough ensures that learning is shared, consistent, and responsive to each child's needs, creating a collaborative approach that enhances outcomes and supports the holistic development of every child in the EYFS.

Impact: Strong home-school partnerships help children feel secure, supported, and consistently encouraged in their development.

Links with the Community and Other Agencies

At Stanborough Primary School, we recognise the importance of building strong connections with the local community and professional agencies to enrich children's learning, development, and well-being. These links ensure that children benefit from a wide range of experiences and support networks beyond the classroom.

Community Engagement

- Children regularly take part in visits to local parks, libraries, shops, and cultural or recreational attractions, providing first-hand learning experiences that promote social, cultural, and practical understanding.
- These experiences encourage children to explore their local environment, develop independence, and engage with the wider world in meaningful ways.

Visitors and External Expertise

- We invite professionals and local organisations to interact directly with children, including theatre groups, police, fire services, nurses, and representatives from local charities.
- These visits provide opportunities for children to learn about different roles, develop social awareness, and understand the responsibilities of members of their community.

Professional and Agency Support

- When needed, we work closely with health professionals, social care, and educational specialists to support children with additional needs, safeguarding concerns, or developmental requirements.
- Multi-agency collaboration ensures early identification of needs, timely intervention, and coordinated support, benefiting children and their families.

By fostering these links, Stanborough enhances children's learning experiences, personal and social development, and strengthens the partnership between families, the school, and the wider community. This collaborative approach reflects our commitment to supporting the holistic development of every child in the EYFS.

Impact: Wider community and agency links enrich the curriculum and ensure children and families receive joined-up support where needed.

Data Protection and Privacy

We process personal data in line with the Data Protection Act 2018 and UK GDPR. Parents are informed about how we collect, store, and share information about their child, and we ensure that data is kept secure and only shared with appropriate professionals when necessary for safeguarding or educational purposes.

Impact: Information is managed securely, lawfully, and transparently, protecting children and families while supporting effective provision.

Staff Development, Performance Management, Appraisal, and Support

EYFS Lead: Rebecca Dean

Headteacher: Tiann Madden

At Stanborough Primary School, we recognise that high-quality early years education relies on skilled, knowledgeable, and reflective practitioners. We are committed to supporting all staff in their professional growth, ensuring they have the knowledge, skills, and confidence to provide the best possible learning and care for children in the EYFS.

Appraisal and Performance Management

- Each member of staff engages in structured performance management discussions that celebrate achievements, review professional practice, and set clear, measurable targets for development.
- These discussions provide an opportunity for staff to reflect on their practice, receive constructive feedback, and identify areas for growth, ensuring alignment with school priorities and the needs of the children.
- Performance management is a two-way process, fostering open dialogue between staff and leaders to support continuous improvement and career progression.

Ongoing Professional Development

- Staff are supported to develop specialist skills in child development, EYFS pedagogy, assessment, safeguarding, inclusion, behaviour management, online safety, and child protection.
- Training is tailored to individual staff needs and whole-school priorities, ensuring that professional learning is meaningful, practical, and directly relevant to the classroom.
- Staff attend workshops, courses, and mentoring sessions, and are encouraged to engage in reflective practice, peer observations, and research-informed professional reading.
- Continuous professional development ensures that staff are confident in planning, assessing, and delivering high-quality experiences that meet the diverse needs of all children.

Support and Wellbeing

- Staff are provided with regular opportunities for coaching, supervision, and peer support, fostering a collaborative and reflective culture.

- New staff members receive induction and mentoring, enabling them to understand school policies, routines, and expectations, and to integrate successfully into the EYFS team.
- The school actively supports staff wellbeing, recognising that happy, confident practitioners create positive, engaging, and nurturing learning environments for children.

Leadership and Reflection

- Leaders model effective practice, encourage innovation, and provide guidance to ensure consistent, high-quality delivery across the EYFS.
- Regular review of staff development priorities and appraisal outcomes ensures that professional growth is aligned with the evolving needs of children, curriculum requirements, and statutory EYFS standards.

Through structured appraisal, continuous professional development, and strong staff support, Stanborough ensures that the EYFS team remains highly skilled, reflective, and confident, able to provide the nurturing, challenging, and inclusive environment that enables every child to thrive.

Impact: Strong professional development and reflective leadership ensure consistently high-quality teaching, care, and safeguarding practice.

Monitoring and Evaluation, Including Inspection

We actively monitor and evaluate our EYFS curriculum to ensure it is effective, inclusive, and responsive to the needs of all children.

- **Observation and Ongoing Monitoring:** Practitioners continuously observe engagement, progress, and outcomes to inform planning, curriculum adjustments, and targeted interventions.
- **Curriculum Evaluation:** Each topic or theme is evaluated at the end of every half-term to identify strengths, areas for improvement, and next steps for planning future learning experiences.
- **Staff Discussions and Reflection:** Regular staff meetings include reflection and evaluation of curriculum delivery, teaching strategies, and outcomes, ensuring shared responsibility for high-quality provision.
- **Inspections and External Review:** Findings from Ofsted inspections, external advisers, and Hertfordshire support services or equivalent external reviews are used to inform policy updates, professional development, and classroom practice.

Through this comprehensive approach, we ensure that assessment, monitoring, and evaluation are purposeful, data-informed, and focused on improving outcomes for every child in the EYFS.

Impact: Rigorous monitoring and reflective evaluation drive continuous improvement and help maintain high standards across the EYFS.

Transitions

We recognise that transitions are significant milestones for children and families. We support smooth and positive transitions at every stage of the EYFS and beyond.

Transitions within the EYFS are carefully planned and supported, including movement from the 2–3-Year-Old Provision to Nursery, and from Nursery to Reception. Children are supported through visits, familiarisation sessions, and close communication between staff.

Children joining mid-year are supported through personalised induction arrangements, including additional visits, close liaison with parents, and careful monitoring to ensure they settle quickly and feel secure.

We pay particular attention to supporting vulnerable children during transitions, including those with SEND, those known to children's social care, and those experiencing changes at home. Additional support, including visual timetables, social stories, and increased adult support, is provided where needed.

Children moving from Reception to Year 1 benefit from a gradual transition process, including visits to their new classroom, meetings with their new teacher, and a curriculum that builds on EYFS foundations.

Impact: Children experience continuity, security, and confidence when moving between stages and settings.

Leadership Roles

- **Designated Safeguarding Lead (DSL): Rebecca Dean**
- **EYFS Lead & EYFS SENCo: Rebecca Dean**
- **Inclusion Lead: Joanna Swain**
- **Headteacher: Tiann Madden**

These roles ensure clear accountability, effective leadership, strong safeguarding oversight, and coordinated support for children and families across the EYFS.

Glossary

EYFS – Early Years Foundation Stage

KCSIE – Keeping Children Safe in Education

DSL – Designated Safeguarding Lead

SEND – Special Educational Needs and Disabilities

SENCo – Special Educational Needs Coordinator

RSHE – Relationships, Sex and Health Education

PSED – Personal, Social and Emotional Development

RBA – Reception Baseline Assessment