# EYFS Policy
# (Early Years Foundation Stage)

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| Version | 4 |
| Approved by: | Trust Board |
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| Policy owner: | CEO/SIL |

**Inclusion** – Improving education for everyone.

**Integrity** – We are consistently open, honest, ethical, and genuine.

**Initiative** – We have the courage to always seek a better way to a better future.

**Involvement** –We encourage our community to take ownership and responsibility.

**Inspiration** – We use our drive and commitment to energise, engage and inspire.

## Table of version reference

| Revision | Date | Comments |
|---|---|---|
| V2 | April 25 | Section 3: added self-regulation and executive function bullet point on page 6 |
| V3 | Sept 25 | Added to reference the changes to the EYFS Framework from September 2025 |
| V4 | Sept 26 | Added to reference the changes to the EYFS Framework from September 2026<br>supervision mandate added<br>Sections 3 and 4 added<br>Information on Recruitment and Safer Recruitment added<br>Information on Screen Use added |

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## 1. Introduction

The INMAT board of Trustees has agreed this Policy and, as such, it applies to all schools within the Trust.

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

The implementation of this policy is the responsibility of practitioners working in the individual school EYFS settings, including both teaching and non-teaching staff. In the policy, the term 'setting' refers to the Early Years educational provision within each of the INMAT schools. The term 'practitioner' refers to the members of staff working with children within the setting.

To be read in conjunction with the following school policies: Teaching and Learning, Assessment, Marking, English, Maths and Curriculum.

## 2. Statutory framework for the Early Years Foundation Stage (EYFS)

Although schools must take an individual approach to Early Years, teaching in the EYFS in each setting is delivered in accordance with the Early Years Foundation Stage Statutory Framework for Group and School-based Providers, effective 1 September 2026.

This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments with Teaching and Support from Adults' and 'Importance of Learning and Development'.

INMAT EYFS settings strive to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind;
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **partnership working** between practitioners and with parents and/or carers';
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

## 3. Attendance and Child Absence

Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the people caring for them. This section of the framework sets out the safeguarding and welfare requirements providers must meet. They are designed to help providers create a high-quality, welcoming, and safe setting where children can enjoy learning and grow in



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confidence. 3.3 Providers must take all necessary steps to keep children safe and well.

The requirements in this section explain what early years providers must do to:
- Safeguard children.
- Ensure the people who have contact with children are suitable.
- Promote good health.
- Support and understand behaviour.
- Maintain records, policies, and procedures.

Safeguarding policies and procedures- In every setting, a practitioner must be designated to take lead responsibility for safeguarding children. The designated safeguarding lead (DSL) is responsible for liaison with local statutory children's services agencies, and with the Local Safeguarding Partners. Every person looking after children must be alert to any issues of concern in the child's life at home or elsewhere. Providers must have and implement policies and procedures to keep children safe and meet EYFS requirements. Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. Where providers are required to have policies and procedures as specified below, these policies and procedures should be recorded in writing. Policies and procedures should be in line with the guidance and procedures of the relevant Local Safeguarding Partners.

Safeguarding policies must include:
• The action to be taken when there are safeguarding concerns about a child.
• The action to be taken in the event of an allegation being made against a member of staff.
• How mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting.
• Procedures to follow to check the suitability of new recruits.

## 4. Whistleblowing

**Raising and Managing Concerns (Whistleblowing)**
The Trust is committed to creating an open and transparent culture where all staff, volunteers, contractors and agency workers feel confident to raise concerns about poor practice, misconduct, wrongdoing, safeguarding issues, or any behaviour that may place children, young people, colleagues, or the organisation at risk.

**Process for Raising Concerns**
Any individual who becomes aware of a concern should report it as soon as possible. Concerns may be raised verbally or in writing and should include, where possible:

- Details of the concern or incident.
- Dates, times and locations relevant to the concern.
- Names of individuals involved, if known.
- Any evidence or information that supports the concern.

Concerns should normally be reported to a line manager, designated safeguarding lead, senior manager, or other nominated person responsible for receiving whistleblowing disclosures. Where the concern relates to that individual, or the reporting person does not feel comfortable raising it with them, the concern may be reported directly to a more senior manager or through alternative reporting channels.

**How Concerns Are Investigated**
All concerns will be taken seriously and handled promptly, sensitively and confidentially. Upon receipt of a concern:


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1. The concern will be acknowledged as soon as practicable.
2. An initial assessment will be undertaken to determine the nature and urgency of the issue.
3. Appropriate enquiries or investigations will be carried out by a suitably independent person.
4. Records of the concern, actions taken and outcomes will be maintained securely.
5. Where appropriate and lawful, feedback will be provided to the individual who raised the concern regarding the progress or outcome of the investigation.
   Investigations will be conducted fairly, objectively and in accordance with safeguarding, disciplinary, regulatory and legal requirements.

**Protection for Individuals Raising Concerns**
No member of staff or volunteer will suffer harassment, victimisation, discrimination, disadvantage or retaliation as a result of raising a genuine concern in good faith, even if the concern is ultimately found to be unfounded.

Any attempt to intimidate, penalise or victimise an individual for raising a concern will be treated seriously and may result in disciplinary action. Support will be offered to those who raise concerns, and confidentiality will be maintained wherever possible, although there may be circumstances where information must be shared to enable a thorough investigation or fulfil legal obligations.

**NSPCC Whistleblowing Advice Line**
Staff and volunteers who feel unable to raise concerns internally, or who require independent advice, may contact the **NSPCC Whistleblowing Advice Line**:

- Telephone: **0800 028 0285**
- Email: **help@nspcc.org.uk**
- Website: **www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/**
  The NSPCC whistleblowing service provides free, independent and confidential advice to professionals with concerns about how child protection issues are being handled.

**Escalation Routes Where Concerns Are Not Addressed**
If an individual believes that a concern has not been appropriately addressed, investigated, or resolved, they should escalate the matter through the organisation's management structure.

Depending on the nature of the concern, escalation may include:

- The Chief Executive Officer.
- The Board of Trustees/Governors.
- The Local Authority Designated Officer (LADO), where applicable.
- Regulatory, inspection or professional bodies.
- The police or children's social care services where there is an immediate safeguarding risk.
- The NSPCC Whistleblowing Advice Line for independent advice and guidance.
  Individuals should not be deterred from escalating concerns where they genuinely believe that children, young people, staff or the organisation remain at risk or where appropriate action has not been taken.

## 5. Areas of Learning and Development

There are seven areas of learning and development that shape educational programmes in all INMAT early years settings. All areas of learning and development are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas,
are:


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- physical development
- personal, social and emotional development
- communication and language

Settings also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Educational programmes involve activities and experiences for children, as follows:

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children will also be helped to understand the importance of physical activity and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Child will be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measure.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involve enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Practitioners will consider the individual needs, interests, and stage of development of each child in their care and will use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for school. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents and/or carers and agree how to support the child. Practitioners will consider whether a child may have a special educational need or disability, which requires specialist support. They will link with, and help families to access, relevant services from other



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agencies as appropriate.

**Planning**

Our staff are ambitious for all children, and plan activities and experiences for the children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests and development of each child in their care, and consider whether the child needs any addition support. They use this information to plan a challenging and enjoyable experience.

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

In planning and guiding the children's activities, staff reflect on the different rates at which children are developing, and take these into account.

For children whose home language is not English, schools will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Schools will also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS; ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, practitioners will assess children's skills in English. If a child does not have a strong grasp of English language, practitioners will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for
concern about language delay.

Each area of learning and development will be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners will respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

In planning and guiding children's activities, practitioners will reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- **Self-regulation and executive function** - involves a complex range of skills and abilities



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that enable children to monitor their emotions and thoughts and choose how to adapt their behaviour in different circumstances. Executive function can help children resist their impulses and control how they direct their attention.

A quality learning experience for children requires a quality workforce. INMAT schools will endeavour to ensure every setting has a well- qualified, skilled staff.

The level of progress children should be expected to have attained by the end of the EYFS is defined by the early learning goals as set out in the statutory framework (2025).

## 6. Assessment

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

Assessment will not entail prolonged breaks from interaction with children, nor require excessive administration. The administration and management of assessment is limited to that which is absolutely necessary to promote children's successful learning and development. Parents and/or carers will be kept up-to-date with their child's progress and development. Practitioners will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

Within the first 6 weeks that a child **starts reception**, staff will administer the reception baseline assessment (RBA). [The requirements for the RBA are set out in Annex B of EYFS statutory framework, 2025]

In the final term of the academic year in which the child reaches age 5, staff complete the EYFS profile for each child (before 30 June in that term). Each child is assessed against the 17 early learning goals, indicating whether they are:

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

We share the EYFS profile the child's year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs, and helps with planning activities in year 1.

The school shares the results of each child's 'progress check' and EYFS profile (but not the reception baseline assessment) with their parents and/or carers.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might stay in EYFS provision beyond the end of the academic year in which they turn 5. In these exceptional cases, we will continue to assess the child throughout their time in EYFS provision and complete their profile at the end of the year before they move into year 1. The profile is moderated internally and in partnership with other local schools, to ensure



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consistent assessment judgements. We submit EYFS profile data to the local authority on request.

## 7. Baseline Assessment

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. The RBA assesses a child in early mathematics, literacy, communication and language. The purpose of the RBA is to form the starting point for cohort-level school progress measures. Data from the RBA is compared to key stage 2 outcomes 7 years later to form the overall progress measure for a school.

## 8. Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile will be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well- rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile will reflect: on-going observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development will be assessed against the early learning goals. Practitioners will indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile.

Year 1 teachers will be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These will inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

Schools will share the results of the profile with parents and carers. If a child moves to a new school during the academic year, the original school will send their assessment of the child's level of development against the early learning goals to school.

The Profile will be completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities will be made as appropriate. Schools may consider whether they may need to seek specialist assistance to help with this. Children will have differing levels of skills and abilities across the Profile, and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

**Parents as Partners:** Throughout INMAT we recognise the importance of establishing positive relationships with parents and carers, as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. Practitioners will endeavour to encourage the regular sharing of information about the children with parents and carers.

Practitioners will encourage parents and carers to share their unique knowledge of their child,



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providing further insight into the child as an individual.

## 9. Staff Training

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Outline how training is delivered, and how staff are supported to put it in place, in our child protection and safeguarding policy

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

**Supervision Mandate Statement (EYFS)**

This setting is committed to providing high-quality care, learning, and safeguarding for all children in accordance with the EYFS statutory framework. To support this, all staff working with children will receive regular, effective supervision.
Supervision is a formal process that provides staff with support, coaching, and opportunities for reflection on their practice. It ensures that staff are able to deliver safe, consistent, and high-quality care for children.

**Purpose of Supervision**
Supervision will:

- Support staff in their role and professional development
- Monitor the quality of practice and interactions with children
- Provide opportunities to reflect on safeguarding and child protection responsibilities
- Identify training needs and promote continuous improvement
- Support staff wellbeing and workload management
- Ensure staff understand and implement policies, procedures, and EYFS requirements

**Frequency**

- All staff will receive supervision at regular intervals (e.g. termly or half-termly)
- Newly appointed staff will receive more frequent supervision during induction
- Additional supervision may be arranged where there are safeguarding concerns, performance issues, or staff request extra support

**Safeguarding Focus**
Supervision will include a clear focus on safeguarding and child welfare. This will include:

- Reviewing any concerns about children's development or wellbeing
- Discussing child protection issues and procedures
- Monitoring staff understanding of safeguarding policies
- Ensuring staff feel confident to report concerns


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**Confidentiality**
Supervision discussions will remain confidential, except where information must be shared in line with safeguarding responsibilities or organisational policies.

**Recording**
- A written record of each supervision session will be completed and signed by both the supervisor and the staff member
- Records will be stored securely in line with data protection requirements

**Roles and Responsibilities**
- Supervisors (e.g. managers, room leaders) are responsible for conducting effective, supportive, and constructive supervision sessions
- Staff are expected to actively participate, reflect on their practice, and engage in agreed actions

**Commitment**
The setting is committed to ensuring that supervision is a positive, supportive process that promotes professional growth, enhances practice, and ultimately improves outcomes for children.

**Recruitment and Safer Recruitment Updates (EYFS September 2026)**

In line with the EYFS_group_and_school_based_from_September_2026 (1), the setting will ensure that robust safer recruitment procedures are followed at all times.

Recruitment Checks

The setting will:

- Ensure all staff are suitable to work with children and possess the relevant qualifications, training and required checks before commencing employment.
- Obtain an enhanced DBS check and barred list check for all staff aged 16 years and over who work directly with children.
- Ensure that no employee, volunteer or student whose suitability has not been checked has unsupervised contact with children.
- Carry out additional overseas criminal record checks where an applicant has lived or worked abroad.
- Require staff and prospective staff to disclose any information that may affect their suitability to work with children, including arrests, charges, cautions, convictions or court orders, where legally required.

References

Prior to appointment, the setting will obtain at least one written reference for all staff, students and volunteers. References will:

- Be obtained directly by the setting.
- Not be accepted as open references ("To Whom It May Concern").


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- Be provided by a current employer, training provider or education setting where possible.
- Not be accepted from family members.
- Be verified where necessary.
- Be scrutinised for any safeguarding concerns or discrepancies which will be explored before employment is confirmed.

When providing references for former employees, the setting will provide factual information, including substantiated safeguarding concerns that meet the harm threshold, where appropriate.

Volunteers and Students

The setting will ensure that volunteers, students and apprentices are subject to appropriate suitability checks. From September 2026, frequent unpaid work with children may constitute regulated activity and therefore require DBS and barred list checks. Volunteers and students will not have unsupervised contact with children until all required checks have been completed.

Record Keeping

The setting will maintain records of:

- Identity checks.
- Qualification checks.
- DBS and barred list checks, including reference numbers and dates obtained.
- References received.
- Recruitment decisions and suitability assessments.

Safeguarding and Recruitment

The setting's safeguarding procedures will include clear procedures for checking the suitability of all new recruits. Safer recruitment forms part of the designated safeguarding lead's responsibility in maintaining a safe organisational culture.

Key Change for September 2026

Providers must obtain at least one written reference before a member of staff, student or volunteer is recruited, and should ensure references are verified and scrutinised for safeguarding concerns. Additionally, the removal of the previous exemption for some supervised unpaid activity means more volunteers may now require DBS and barred list checks.

See our safeguarding policy for details of our safer recruitment procedures.

## 10. Staffing Ratios

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged under 2, we have at least 1 member of staff for every 3 children.
- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over: Where a person with qualified teacher status, early years



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professional status, or early years teacher status is working directly with the children, we have at least 1 member of staff for every 13 children. At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status
- We comply with infant class size legislation and have at least 1 teacher per 30 pupils
- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

**Paediatric first aid (PFA)**
We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

## 11. Oral Health and Toothbrushing

We promote good oral health, as well as good health in general in the early years by, for example, by talking to children about:
- The effects of eating too many sweet things
- The importance of brushing your teeth
-

**Safer eating**
While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair or highchair and, where possible, in a designated eating space.
Before a child joins our setting, we will get information on their:
- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:
- Create allergy action plans for their child – with the help of health professionals, where appropriate
    - We will also keep this information up to date and share it with all staff
- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

We will prepare food in a way that:
- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's Early Years Foundation Stage nutrition guidance

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take



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action as appropriate.

## 12 Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities
- An adequate supply of necessary items such as clean bedding, towels and spare clothes
- Separate toilet facilities for adults
- Intimate care plans will be in place for all children requiring intimate care

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

## 13. Screen Use (EYFS September 2026 Update)

**Children's Screen Use**
The setting recognises the importance of ensuring that screen use supports children's learning, development and wellbeing. Screen-based activities will be developmentally appropriate, purposeful and used in moderation.
In accordance with the EYFS Statutory Framework (September 2026), providers **must have regard to the Department for Education guidance on children's screen use in early years settings.**

The setting will:

- Ensure that screen use is age-appropriate and complements, rather than replaces, hands-on play, physical activity, social interaction and outdoor experiences.
- Carefully consider the educational value of any digital technology used within the setting.
- Balance screen-based activities with opportunities that promote communication and language, physical development, creativity and social interaction.
- Monitor children's use of screens to ensure it does not negatively affect learning, development, behaviour, sleep patterns or wellbeing.
- Work in partnership with parents and carers to promote healthy approaches to screen use at home and in the setting.

**New EYFS Requirement from September 2026**
The EYFS now specifically states:
"Providers must have regard to the following guidance on children's screen use in early years settings." (Paragraph 3.94).


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

This isn't an exhaustive list of policies and only includes policies specific to the EYFS. For a full list of our policies, see Kettering Park Infant Academy - School Policies and Documents.

| Statutory policy or procedure for the EYFS | Where can it be found? |
|---|---|
| Safeguarding policy and procedures | See child protection and safeguarding policy |
| Procedure for responding to illness | See health and safety policy |
| Administering medicines policy | See supporting pupils with medical conditions policy |
| Emergency evacuation procedure | See health and safety policy |
| Procedure for checking the identity of visitors | See child protection and safeguarding policy |
| Procedures for a parent/carer failing to collect a child and for missing children | See child protection and safeguarding policy |
| Procedure for dealing with concerns and complaints | See complaints policy |