



**Discovery Primary Academy  
Early Years Foundation Stage Policy  
Autumn 2021  
(reviewed Autumn 2025)**



## **1 Introduction**

The Early Years Foundation Stage follows the Statutory Framework for all Early Years providers which became effective from September 2025. Entry into our primary school is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).

The Early Years Foundation Stage is important in its own right, and we at Discovery Primary Academy ensure that children learn, develop well and are kept healthy and safe. We also promote teaching and learning to give children the right foundations for good progress and in preparing children for later schooling. It is the Early Learning Goals that set out what is expected of most children by the end of the Foundation Stage.

At our academy, every child will achieve, discover who they are and aspire towards excellence.

Effective practice in the EYFS is built on the following four guiding principles which shapes our practice. These are:

- 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- children develop and learn in different ways and at different rates. The framework covers the education and care of all children in our early years provision, including children with special educational needs and disabilities.

Children joining our school have already learnt a great deal. Many have been learning in one of the various educational settings that exist in our community. The early-years education we offer our children is based on the following principles:

- it builds on what our children already know and can do;
- it ensures that no child is excluded or disadvantaged;
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment.

**We implement a Key Person system where each child is assigned a Key Person within their classroom and parents are then informed which member of staff it is.**

## **2 Aims of the Foundation Stage**

Our aim at Discovery Primary Academy for working with children in the early years is to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress from their starting points
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- Provide a safe and supportive learning environment where we can build on children's previous learning experiences.
- We aim to assist the children in becoming an independent and creative thinker to equip them ready for future learning throughout their school life and beyond.

## **3 Welfare**

We at Discovery Primary Academy believe children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. As practitioners we endeavour to provide a high quality environment which is welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. At Discovery Primary Academy we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2025 and also following the Government's statutory guidance:

- Working Together to Safeguard Children and
- Keeping children safe in education Part 1
- Guidance for Safer working practice
- Keeping children safe in education and Child Protection
- Policy for Safeguarding and Child Protection
- Discovery Primary Academy Code of Conduct
- Prevent Duty Guidance
- Whistle Blowing MAT policy
- What to do if you're worried a child is being abused

All Staff sign to say they adhere to and comply with the above safeguarding documents.

At Discovery Primary Academy we:

- Promote the welfare and safeguarding of children
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Provide a safe learning environment where teachers promote and support children's safety.

Throughout the year, teachers plan and teach lessons which teach the children how to keep safe and which adults they can go to.

- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs. Where a child may present risky behaviours, staff respond with clear boundaries about what is safe and acceptable. Positive behaviour is promoted consistently. Reasonable force, including restraint, is only used in strict accordance with the legislative framework to protect the child and learner and those around them. If necessary a child may benefit from having a behaviour plan. This will be written and agreed in consultation with parents and SLT.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so by obtaining a DBS certificate in respect of every person aged 16 and over who works directly with children;
- All staff are required to complete the Disqualification by Association form.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives an enjoyable and challenging learning and development experiences tailored to meet their needs
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- Ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, the provider's equality policy, and health and safety issues.
- Ensure we support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

We endeavour to meet all these requirements

#### 4 Safeguarding

The Early Years follows the guiding principles of the whole school Child protection policy and the staff code of conduct. A single central record is kept to safeguard our children.

We have a Designated Safeguarding Lead (DSL) member of staff who will notify the child protection agency of any allegations immediately.

The DSL members of staff are: **Mrs Sue Anthill** and the deputy DSL's are **Ms Michelle Siequien, Miss Cathy Daniels , Mrs Bryony Abell.**

Our SPOC lead is **Mrs Sue Anthill**

Teachers have a duty of care to take safeguarding action in order to protect children and learners from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls

- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example sexting
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- other issues not listed here but that pose a risk to children, young people and vulnerable adults.

Staff at Discovery Primary Academy:

- Attend regular child protection training courses (updated annually, See Appendix 2 for CP Training) and also regularly discuss Child Protection scenarios during staff meetings.
- Keep up to date with child protection issues and relevant legislation to help stay aware of the signs of abuse or neglect and what to do if they have a concern
- Know what to do in the event of a disclosure or if they have a concern about a child or member of staff (see Safeguarding & Child Protection policy) explaining to the child what will happen in a way that is appropriate to their level of understanding
- Note significant changes in children's behaviour; unexpected bruising or marks or signs of possible abuse;
- Listen for any comments made which give cause for concern; deterioration in general wellbeing which causes concern; signs of neglect
- Follow up absences, including appropriate checks when children stop attending the school
- Are sensitive to signs that may indicate possible safeguarding concerns, these could include poor or irregular attendance, persistent lateness, children missing from education, forced marriage or female genital mutilation
- Keep concerns confidential at all times and make a written record on the concerns form which will be passed to the Designated Person for Child Protection
- Are appropriately qualified in First Aid training (See appendix 1)
- Record injuries in the Accident Book
- Staff have a copy of and understand the written procedures for managing allegations of harm to a child or learner. Staff know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children and learners. Staff follow the whole school whistleblowing policy.

***Parents must also notify the class teacher of any concerns they have about their child and any accidents, incidents or injuries affecting the child.***

Any allegations against a member of staff must be reported immediately to the Head Teacher, who will then inform the Local Authority Designated Officer. Concerns regarding the Headteacher must be referred to the Chair of Governors.

#### **4.1 Mobile Phones/E-Safety**

At Discovery Primary Academy we ensure children are safeguarded from inappropriate usage of mobile phones/cameras by any adult working with children. There is an E-safety policy stating how mobile phones and cameras are to be used and stored in school. Cameras that are used in school must not be used for staff own personal use. Adults/staff are not distracted from their work with their mobile phone as this could lessen the quality of teaching and learning.

- Staff should only use mobile phones on designated breaks and not during the working day. If there is an emergency the member of staff needs to speak to the Early Years Leader or a member of the Senior Leadership Team to decide on relevant procedures for a one off situation.
- If mobile phones are being used on breaks this should be off site or away from children e.g the staffroom.
- Mobile phones should be stored in the owner's bag which is kept in a teachers secure cupboard or locker during the teaching time
- Staff are advised not to give their mobile phone numbers to students/parents and not to enter into instant messaging communications with pupils or parents
- Parent helpers and volunteers need to be made clear about where to store mobile phones and when/where they can be used while not working directly with children
- Photographs/videos will not be taken on personal mobile phones as school equipment will be provided for this purpose.
- If a child in the Foundation Stage brings a mobile phone into school it will be kept out of the reach of children in a secure place and handed to the child's parent/carer at the end of the day
- A Mobile phone will be needed on school trips but must only be used in an emergency or to contact the school/place of visit. Parent helpers must also be clear about mobile phone usage.
- When joining the school, parents are asked to give permission for their child to be photographed and in what capacity it will be used for. If a parent has signed to say they do not wish their child to be photographed it is the teachers responsibility to ensure that this is adhered to.
- Parent/carers, helpers and volunteers are also informed of the mobile phone policy and they too are not allowed to use their cameras to take photos unless it is of their own child for their own personal use.
- Staff receive training on e-safety from the IT coordinator and follow the schools E-safety policy
- Staff teach the children about safe internet use which is appropriate to their age and development
- Parents are informed about E-safety at home and how they can reduce risks and manage their settings
- The internet has high settings in school ensuring websites are filtered for safety.

#### **4.2 Risk Assessment**

At Discovery Primary Academy there are clear procedures for assessing risk and keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, in safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of children.

A full risk assessment is carried out prior to an outing and correct ratios of adults to children are adhered to. Written permission is obtained from parents prior to an outing and first aid kits, water and a mobile phone (see above) are carried on all outings. Risk Assessments are carried out as and when necessary (see separate policy). The children have access to the outdoor learning environment and there is always a member of staff present from each class. The teachers judge the safety and if needed more adults are deployed effectively to ensure safety is covered both indoors and outdoors.

Parents complete and sign a collection of children form which gives permission for teachers to hand the child over at the end of the day to any adult on the form. If a child is to go home with a different adult then written or verbal permission is required from the parent.

## **5 Health and Safety**

In line with the EYFS statutory framework 2025, at Discovery Primary Academy we ensure;

- At least one person who has a current paediatric first aid certificate must be on the premises and available at all times when children are present, and must accompany children on outings. (See Appendix 1 for current first aid training and renewal dates.)
- A paediatric first aider is present and in sight and hearing of foundation stage children at all times when they are eating.
- Only those aged 17 or over may be included in ratios (and staff under 17 should be supervised at all times). Students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios if the provider is satisfied that they are competent and responsible.
- A whole school medicines policy ensures that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration requires medical or technical knowledge. Medicines are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. A written record is kept each time a medicine is administered to a child and the child's parents and/or carers are informed on the same day.
- Fresh drinking water is available at all times. Children are encouraged to bring their own water bottles into school which can be accessed throughout the day.
- Children's dietary needs are recorded and acted upon when required.
- A first aid box is accessible at all times and a record of accidents and injuries is kept.

- Smoking is not permitted in or on the premises.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- Staff are expected to wear appropriate clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

## **6 Safer eating**

In our Reception class, we are committed to promoting safe and healthy eating practices for all children. During snack and lunch times, children are seated forward-facing and are supervised at all times by staff, with a qualified paediatric first aider present. We ensure that children remain seated while eating, take their time, and avoid walking or playing with food in their mouths. We encourage children to try a variety of healthy foods while respecting individual dietary needs, allergies, and cultural preferences. All staff are trained to recognise choking hazards and follow clear procedures to respond swiftly in the event of an emergency. Families are asked to share up-to-date information about any allergies or dietary requirements so that we can ensure every child eats safely in a supportive and inclusive environment.

## **7 Teaching and learning style**

Within our Foundation Stage classes, teachers reflect on the different ways children learn and refer to the characteristics of different learning outlined in the 'EYFS Statutory Framework' Sept 2025. Areas of learning are planned and implemented through purposeful play with a mix of adult led and child initiated activity. Children are encouraged to lead their own play and also take part in play led by adults. As children's development allows, there is a greater shift towards more adult led activities in preparation for Year 1.

These 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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The more general features of good practice in our school that relate to the Foundation Stage are:

- the partnership between teachers and parents that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;

- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working at the Foundation Stage.

## 7.1 British Values

At Discovery Primary Academy the British values are embedded within our everyday teaching and learning. We actively promote respect for and tolerance of other faiths, cultures and races; challenge gender stereotypes; involve children in their wider community; challenge behaviours (whether of staff, children or parents) when they are not in line with our Fundamental British Values.

The fundamental British values are:

Democracy - a situation where everyone is treated equally and has equal rights.

We support children's personal, social and emotional development (PSED) by giving them opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they're going to use the resources we've made accessible to them. They are taking turns, sharing, collaborating and making decisions together. Skills that are essential if we are to get on in the adult world.

Rule of law - understanding that rules matter.

We help and support children about learning to manage their own feelings and behaviour: about learning right from wrong: about behaving within agreed and clearly defined boundaries: about dealing with the consequences. Each class has a set of class rules which are devised with the children when they start school.

Individual liberty - children's self-confidence and self-awareness and people and communities. This is embedded within PSED *and* Understanding the World.

We help children to develop a positive sense of themselves. Through the opportunities we provide we are helping them to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. We give children the time and space to explore the language of feelings and responsibility; reflect on their differences and understand that we are all free to have different opinions.

Mutual respect and tolerance for those with different faiths - we learn to treat others as we want to be treated. How to be part of a community, manage our feelings and behaviour; and form relationships with others.

At Discovery Academy we have an ethos of inclusivity and tolerance, where views, faiths, cultures and races are valued and where we encourage children to engage with their wider community. We help children to appreciate and respect their own culture and the culture of others. We can help them explore similarities and differences between themselves and others; among families, faiths, communities, cultures and traditions; and to share and discuss practices, celebrations and experiences.

## **8 Play in the Foundation Stage**

Through play our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences in controlled and safe situations.

We consider the outdoor learning environment just as important as the inside classrooms. Children have access to the outdoor area throughout the day. It is divided into different areas; physical, imaginative area, creative area, construction area, book area, sand and a digging area. Literacy and Numeracy is enhanced within the provision. In addition to this we use our Woodland area, and the local area to support further experiences and learning.

## **9 Inclusion at the Foundation Stage**

We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning (see our policy on inclusion). We follow our legal responsibilities under the Equality Act 2010

At the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, so that all children are given the opportunity and potential to achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We help them do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children's learning needs;
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid discrimination and stereotyping;

- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress, and providing support (such as speech therapy) as necessary.

The Special Educational Needs and Disability (SEND) policy covers the ethos of inclusion of all children within the curriculum at Discovery Primary Academy. We liaise with various outside agencies which are crucial to provide the comprehensive service for young children in the Foundation Stage. The school nurse is available to be contacted by parents, but will carry out a health check during the child's reception year at school.

If a child is felt to have special educational needs, this will be discussed with the Inclusion Manager, who will then guide the teacher through the SEND procedure set out in the policy. The parents will be informed at every point in this procedure.

## **10 The Foundation Stage curriculum**

The foundation stage covers the period from birth to the point when a child enters Year 1 and we at Discovery Primary Academy value the experiences children bring with them when they join us. The Early Years curriculum is set out by the DfE and forms the first steps in our whole school curriculum.

The Foundation Stage is broken into seven areas of learning and development which shapes their education. All areas of learning and development are important and inter-connected.

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:**

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

Children are also supported in four *specific* areas, through which the three prime areas are strengthened and applied.

**The specific areas are:**

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

Our curriculum for the Foundation Stage reflects the areas of learning identified in EYFS Framework. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

## **11 Assessment**

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to

summarise their pupils' progress towards the Early Learning Goals. It covers each of the areas of learning contained in the Early Years Statutory Framework document. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

On entry to the school, the children will complete the national Reception Baseline Assessment. In addition to this, teachers use their professional judgement alongside observations gathered to make judgements against a child's developmental stage. The teacher completes regular assessments to inform planning and next steps. The children are then assessed against the Foundation Stage Profile at the end of the Foundation Stage. The profile indicates whether children are meeting the expected levels of development, or have not yet reached expected levels (emerging). Year 1 teachers are given a copy of the profile report.

The Foundation stage unit keeps records of achievement through individual learning journals.

Parents receive an annual report that offers comments on each child's progress and characteristics of effective learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year.

## **12 Working with parents**

We believe that all parents have an important role to play in the education of their child. We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. We therefore recognise the role that parents have played, and their future role, in educating the children.

We do this through:

- talking to parents about their child before their child starts in our school;
- opportunities given to the children to spend time with their teacher before starting school;
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our reception class;
- encouraging parents to talk to the child's teacher if there are any concerns;
- having flexible admission arrangements, and allowing time to discuss each child's circumstances;
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents;
- providing various activities that involve parents, i.e. inviting parents to curriculum sessions, in order to discuss the kind of work that the children are undertaking.

There is a formal meeting for parents each term at which the parents discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year.

Throughout the year there are opportunities for parents to attend open afternoons to come into school to see their child engaged in play and talk with the teacher and share their child's learning journal should they wish.

Foundation Stage news/events are shared weekly with parents using ClassDojo to ensure parents/carers are informed of the learning taking place, important dates and useful information. In addition they receive a monthly newsletter which informs them of whole school issues.

### **13 Resources**

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

### **14 Monitoring and review**

This policy is monitored by the governing body, and will be reviewed annually by the Early Years Leader.

This policy should be read in conjunction with the following Whole school policies: Safeguarding/Behaviour/SEN/EPM guidelines on recruitment of staff/health and safety/E-safety/ICT/Literacy/Numeracy/Risk Assessment folder with guidelines.

**Date Written:** Autumn 2021

**Date reviewed:** Autumn 2025

Appendix 1

**First Aid training**

<b><u>Pediatric first Aid trained</u></b>		<b><u>First Aid trained</u></b>	
<b><u>Name</u></b>	<b><u>Renewal</u></b>	<b><u>Name</u></b>	<b><u>Renewal</u></b>
Julia Armstrong	March 2026	Julie Harding	September 2026
Teresa Peeling	July 2026	Olivia Gray	September 2026
<a href="#">Karen Mackenzie</a>	September 2028		
Gemma Treliving	July 2028		

**Appendix 2**

**Safeguarding training**

<b><u>Safeguarding training</u></b>	
<b><u>Name</u></b>	
<b><u>Trained March 2025</u></b>	<b><u>Renewal March 2026</u></b>
Gemma Treliving Julia Armstrong Karen Mackenzie Teresa Peeling Olivia Gray Julie Harding	Gemma Treliving Julia Armstrong Karen Mackenzie Teresa Peeling Olivia Gray Julie Harding

**Prevent Training**

<b><u>Trained March 2025</u></b>	<b><u>Renewal March 2026</u></b>
Gemma Treliving Julia Armstrong Karen Mackenzie Teresa Peeling Olivia Gray Julie Harding	Gemma Treliving Julia Armstrong Karen Mackenzie Teresa Peeling Olivia Gray Julie Harding