



EYFS POLICY

P01

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Assistant Head of Early Years

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DOCUMENT CONTROL TABLE

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1	June 2022	No changes
1.1	June 2023	Phased start updated in appendix
1.2	September 2024	Phased start updated in appendix
1.3	June 2025	EYFS Framework – Updated hyperlink to current document Areas of Learning – Additional detail added in line with updated EYFS Framework Teaching – 'Can' changed to 'will'; 'more' removed; 'we plan for teaching and learning' changed to 'we plan for direct instruction' Assessment – Two sentences added: one outlining the ongoing, observation-based nature of Early Years assessment; one noting that data is moderated internally and overseen by the Assistant Head (EYFS) and Deputy Head Academic Parents – Section rewritten to reflect the range of parental engagement opportunities, including Flying Start sessions, stay and play, parent workshops, Secret Reader, class assemblies, and event invitations Transition – Section rewritten to describe the 'Flying Start' programme, classroom familiarisation, staff/peer introductions, parent

		workshops, and staggered start in FS1 week one; appendix reference added Health, Safety and Safeguarding – KCSIE reference updated from 2022 to 2024
1.4	June 2026	Included Intimate Care Update Purpose to reflect new vision and values.

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PURPOSE

This policy is directly related to our vision, **Inspiring Minds** and is underpinned by our Core Values of **Discovery, Courage and Humanity**. It documents the aims and strategies that address the key principles for children's learning and development in the Early Years.

We believe:

- Every child is a unique child who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments where their experiences respond to their individual needs, and there is a strong partnership between practitioners, parents and carers.
- Children develop and learn in different ways.
- Children learn best when highly engaged in self-initiated activities and when taught 'in the moment'.

Our Early Years provision nurtures the qualities of our **Learner Profile**, encouraging children to be curious, positive, courageous, and kind, striving to be the best versions of themselves while celebrating the diversity and individuality of those around them.

To achieve this, we are committed to the four guiding principles of the Early Years Foundation Stage Framework (November 2024) and the key features of effective practice.

Areas of Learning

There are seven statutory areas of learning. These are split into Prime and Specific Areas of Learning:

Prime Areas

- **Communication and Language** - through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable and confident using a rich range of vocabulary and language structures.
- **Personal, Social and Emotional Development** - children are supported to manage emotions, develop a positive sense of self, set simple goals for themselves, have confidence in their own abilities, persist and wait for what they want, and direct their attention as necessary. They also learn how to build good friendships, co-operate, and resolve conflicts.
- **Physical Development** - children are provided with opportunities to develop their gross motor and fine motor skills, as well as their core strength, stability, balance, spatial awareness, coordination, and agility.

Specific Areas

- **Literacy** - language comprehension, early reading and writing skills are all taught through adults talking with children about the world around them and the books (stories and non-fiction) they read with them. Rhymes, poems and songs are also shared together in a language-rich environment.
- **Mathematics** - children are supported to develop a strong grounding in number, develop their spatial reasoning skills, encourage positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.
- **Understanding the World** - children are guided to make sense of their physical world and community, and to foster an understanding of our culturally, socially, technologically, and ecologically diverse world.
- **Expressive Arts and Design** - children are provided with regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials both inside and outside of the classroom.

TEACHING

We recognise that teaching will occur at all times of the day through a balance of directed teaching sessions, child-initiated learning, and in-the-moment teaching, both inside and outside the classroom. We plan for direct instruction and teach in the moment, responding to children's needs and interests to provide each child with a challenging and enjoyable experience. We strive to create environments that enable children to learn and encourage our staff to seize every teaching opportunity through skilful interactions.

ASSESSMENT

Assessment in Early Years is ongoing and primarily based on our practitioners' professional knowledge and observations of the child. Understanding what motivates each child, how they approach learning, and the contexts in which they thrive remains central. The Early Years teaching staff record their initial assessments of the children as a baseline. This also considers all available information from parents and previous settings. We continue to observe children and will regularly record our observations. We analyse and review what we see and know about each child's development and learning to understand their level of achievement, progress, interests, and learning styles. This enables us to plan appropriate next steps and shape the learning experiences for each child.

Each child has their own Learning Journey, which documents their learning. This includes observations, photos, and examples of their work in school and at home. We assess each child in each area against the Early Learning Goals (ELGs). In addition to the baseline data, we gather data at three other points in the academic year. This data is moderated within the school by colleagues from other year groups and overseen by the Assistant Head (EYFS) and the Deputy Head Academic.

We formally report to parents at the end of the year. The report at the end of the summer term is a detailed written summary that includes information about how each child learns and an assessment of each of the seven areas of learning.

RELATIONSHIPS WITH PARENTS

We recognise the important role that parents play in their children's learning journey, and we aim to involve them as much as possible in school life. We do this in a range of different ways, which are set out below:

- Flying Start transition sessions and parent workshops
- Stay and play sessions within the classrooms
- Invitations to observe and participate in events such as International Day and World Book Day
- Parent workshops
- Secret Reader initiative
- Opportunities to watch class assemblies

TRANSITION

Our bespoke transition programme for children entering the Early Years is called **'Flying Start.'** This programme provides children and their parents with the opportunity to spend time in the school environment prior to starting school. As part of the programme, children spend time in the classrooms, exploring their new surroundings and becoming familiar with the staff and peers they will be working with. Parents have the opportunity to attend workshops which provide a comprehensive overview of our Early Years curriculum and pastoral provision.

We also offer a staggered start during the first week of FS1. This allows children to settle into their new school environment in smaller groups and enables staff to conduct initial observations and assessments.

HEALTH, SAFETY AND SAFEGUARDING

We follow updated safeguarding advice from Keeping Children Safe in Education (2026) and follow the systems in place in our Safeguarding & Child Protection Policy. All other processes related to Health and Safety and Safeguarding are carried out in accordance with school policies.

Areas to Note:

The EYFS outside area has a comprehensive risk assessment in place, which is checked daily to ensure that it is safe. In line with school policy, staff and volunteers are not permitted to take photos on personal phones, cameras, or other personal equipment. Liaison with Safeguarding Leads in other settings takes place before pupils start school to ensure that child protection documentation is passed to the school.

The key worker in this EYFS setting is always the class teacher.

INTIMATE CARE

- Intimate care is carried out properly by staff, in line with any agreed plans

- The dignity, privacy, rights and wellbeing of every child are safeguarded
- Pupils who require intimate care are not discriminated against, in line with the UK Equality Act 2010
- Parents are assured that female members of staff are knowledgeable about intimate care and that the needs of their child are taken into account
- Female staff carrying out intimate care work do so within guidelines (i.e. health and safety, manual handling, safeguarding protocols awareness) that protect themselves and the pupils involved
- Intimate care refers to any care that involves toileting, washing, changing, touching or carrying out an invasive procedure to children's intimate personal areas.

Role of parents

Seeking parental permission. For children who need routine intimate care (e.g. for nappy changes or toileting accidents), parents will be asked to:

- For children who need routine or occasional intimate care (e.g. for toileting or toileting accidents), parents will be asked to sign a consent form.
- For children whose needs are more complex or who require particular support beyond what's covered in the consent form (if used), an individual care plan will be created in consultation with parents.
- Where there isn't an intimate care plan or parental consent for routine care in place, parental permission will be sought before performing any intimate care procedure.
- If Doha College is unable to contact parents and an intimate care procedure is urgently needed, the procedure will be carried out to ensure the child is comfortable, and the school will inform parents afterwards.

Creating an intimate care plan

Where an intimate care plan is required, it will be agreed through discussion among the school, parents, the child (where possible), and any relevant health professionals.

Doha College will work with parents and take their preferences into account to make the process of intimate care as comfortable as possible, addressing needs sensitively and appropriately.

Subject to the child's age and understanding, the child's preferences will also be taken into account. If there's doubt whether the child is able to make an informed choice, their parents will be consulted.

The plan will be reviewed twice a year, even if no changes are necessary, and updated whenever a pupil's needs change.

Sharing information

Doha College will share information with parents as needed to ensure a consistent approach. Parents are expected to also share relevant information regarding any intimate matters as needed.

Role of staff

Any roles that may carry out intimate care will have this set out in their contract or job description. No other staff members can be required to provide intimate care.

The Designated Safeguarding Lead for Primary will:

- Oversee the implementation of this
- Ensure staff receive appropriate training and support
- Oversee the development of individual intimate care plans
- Act as a point of contact for parents and staff regarding intimate care concerns

How staff will be trained

Staff will receive:

- Training in the specific types of intimate care they undertake
- Regular safeguarding training

If necessary, manual handling training that enables them to remain safe and for the pupil to have as much participation as possible

They will be familiar with:

- The control measures set out in risk assessments carried out by Doha College
- Hygiene, health, and safety procedures
- They will also be encouraged to seek further advice as needed.

Intimate care procedures

During any intimate care procedure, Doha College will balance children's privacy with safeguarding and support needs.

Staffing

In general, 2 female staff members will be present with each child.

In cases where a pupil needs regular intimate care, the same members of staff will, where possible, assist the same pupil each time they need support. We will train all female members of the EYFS staff to cover absences, emergencies and school trips. Where possible, we will ensure that these backup members of staff are also people known to the child.

Arrangements

Procedures will be carried out in the toilet cubicle

Before going to perform intimate care on a child, the member of staff allocated to that child will inform another member of staff of where they are going, and leave doors open as much as privacy allows. Where possible, they should be within earshot of other staff members, but the child's comfort and care should be the priority when choosing a location.

When carrying out procedures, Doha College will provide staff with:

- Protective gloves,
- A disposable apron
- Disposable wipes
- Plastic bags

For pupils needing routine intimate care, the school expects parents to provide, when necessary, a good stock (at least a week's worth in advance) of necessary resources, such as underwear and/or a spare set of clothing.

Any soiled clothing will be securely contained, clearly labelled, and discreetly returned to parents at the end of the day.

If a child has a toileting accident, parents will be informed either face-to-face or by phone, and the incident will be recorded on CPOMS by the class teacher or teaching assistant. If three incidents occur within a short period, a supportive meeting with parents will be arranged to discuss possible reasons and strategies to support the child.

CONCERNS ABOUT SAFEGUARDING

If a member of staff carrying out intimate care has concerns about physical changes in a child's appearance (e.g. marks, bruises, soreness), they will report this using the school's safeguarding procedures.

If a child is accidentally injured or an issue arises during the procedure, the staff member will report the incident to the Primary DSL immediately.

If a child makes an allegation against a member of staff, the responsibility for that child's intimate care will be transferred to another member of staff as quickly as possible, and the allegation will be investigated in accordance with the school's safeguarding procedures.

When the school notices a rising pattern of soiling incidents, it will first hold a meeting with parents and any other relevant individuals, such as medical professionals involved with the child, to discuss why this might be occurring and how to help the child. If the pattern continues, the Designated Safeguarding Lead (DSL) will be notified.

Parents/Carers	
Name of child	
Type of intimate care needed	
How often care will be given	
What training staff will be given	
Where care will take place	
What resources and equipment will be used, and who will provide them	
How procedures will differ if taking place on a trip or outing	
Name of senior member of staff responsible for ensuring care is carried out according to the intimate care plan	
Name of parent or carer	
Relationship to child	
Signature of parent or carer	
Date	
CHILD	
How many members of staff would you like to help?	
Do you mind having a chat when you are being changed or washed?	
Signature of child	
Date	

APPENDIX 2: TEMPLATE PARENT/CARER CONSENT FORM

Permission for Doha College to provide intimate care	
Name of child	
Date of birth	
Name of parent/carer	
Address and contact details	
I give permission for the school to provide appropriate intimate care to my child (e.g. changing soiled clothing, washing and toileting)	☐
I will advise the school of anything that may affect my child's personal care (e.g. if medication changes or if my child has an infection)	☐
I understand the procedures that will be carried out and will contact the school immediately if I have any concerns	☐
I do not give consent for my child to be given intimate care (e.g. to be washed and changed if they have a toileting accident). Instead, the school will contact me or my emergency contact(s) and I will organise for my child to be given intimate care (e.g. be washed and changed). I understand that if the school cannot reach me or my emergency contact(s), if my child needs urgent intimate care, staff will need to provide this for my child, following the school's intimate care policy, to make them comfortable and remove barriers to learning.	☐
Parent/carer signature	
Name of parent/carer	
Relationship to child	
Date	

