

Policies and Procedures templates for the EYFS 2025/26 for group and school based providers

Please note – these are template policies and procedures that need to be personalised to your setting and practice. Spaces have been added throughout so that you can insert the name of your setting.

- All policies and procedures have been reviewed to ensure they meet the requirements of the Early Years Foundation Stage (EYFS) September 1st, 2025. They are suitable for group and school-based providers.

Where providers are required to have policies and procedures as specified below, these policies and procedures should be recorded in writing.

- Safeguarding policies must include:
 - The action to be taken when there are safeguarding concerns about a child. (Procedure 6.01 'Responding to safeguarding or child protection concerns).
 - The action to be taken in the event of an allegation being made against a member of staff. (Procedure 6.02 Concerns and allegations against staff, students, or volunteers)
 - How mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting. (Procedure 6.09 E-Safety)
 - New E-safety audit form added at 6.09a
 - Procedures to follow to check the suitability of new recruits (Procedure (8.01))

There are additional requirements to the EYFS safeguarding and welfare requirements from September 2025 that are included in this publication.

The changes are highlighted in red for each procedure and are summarised here:

0 Introduction – slight wording changes to allow providers to personalise by adding the setting name into wording

0.0 Implementation and review statement – wording added in relation to reviewing policies and procedures

1.12 Additions made to the Harassment or intimidation of staff section

1.21 Terrorist attacks and lock down has been renamed as Emergency evacuation and lockdown to align with requirement for induction training to include emergency evacuation (EYFS – training and skills). The revised procedure includes an emergency evacuation plan for adaptation.

1.15 Addition made to guidelines

1.18 Addition made to animals brought in by visitors section

1.19 Addition regarding use of mehndi made.

- 1.21 Terrorist attacks and lock down has been renamed as Emergency evacuation and lockdown to align with requirement for induction training to include emergency evacuation (EYFS – training and skills). The revised procedure includes an emergency evacuation plan for adaptation.
- 3.0 From 3 to 3.05 Additional information about supervised mealtimes **including where possible sitting facing children when they are eating**, notification and recording procedures, weaning and the use of playdough for play, raw flour and menu planning and nutrition.
- 4.0 Objectives about food allergies and intolerances and how to manage them have been added to main Health policy – **link to Allergy Action Plan example**
- 4.1 Addition made re: paediatric first aid being included in ratios
- 4.3 Addition made regarding children's privacy
- 4.4 Information relating to allergies is obtained **before** the child starts the setting. **Ongoing conversations must take place and all staff informed. Setting must ensure that all staff know symptoms and treatment for allergies and anaphylaxis.**
- 4.5 Additions made throughout about managing high temperatures, preventative measure for notifiable diseases, unwell children, infection control and handwashing
- 6 **Changes to wording to reflect providers ownership of the policy and procedures. Statement strengthened regarding all staff understanding whistleblowing procedure** and addition made to Key Commitment 2.
- 6.1 Additions made to DLS responsibilities
- 6.2 Small changes made throughout
- 6.4 Additional statement seeking more than two emergency contacts wherever possible**
- 6.6 Small change made to who should be informed in the case of an incapacitated parent/carer
- 6.9 Additional information about internet safety
- 6.9a NEW E-Safety audit added.
- 8 New objective added re: recruitment checks
- 8.1 NEW PROCEDURE – recruitment checks.
- 8.2 Further clarification on who may be included in ratios and supervision of children at mealtimes.
- 8.4 Additional information added on students and apprentices being included in the ratios
- 9.1c Childcare registration form updated immunisation schedule **and space for additional emergency contact that providers need to get where possible**
- 9.1d New clause added at 3.10
- 9.2 Additions made re: monitoring of attendance
- 9.7 Children always within sight and hearing of staff when eating **and where possible staff sat facing children when eating so they can make sure children are eating in a way to prevent choking and so**

they can also prevent food sharing and be aware of any unexpected allergic reactions. (this is already in 3 Food Safety and Nutrition but added to Early Years Practice Policy)

9.8 as above

9.9 Additions made regarding children's privacy

10.1 New point added regarding key workers working with parents when a child protection plan is in place

Minor changes are not highlighted in red. They include reference to parents/carers throughout.

Text in bold red are changes in version 2

Contents

- 0 Introduction
- 0 Policy and procedures implementation and review policy
 - 0.0 Implementation and review procedure
- 01 Health and safety policy
 - 01.01 Risk assessment
 - 01.1a Generic risk assessment form
 - 01.1b Access audit form
 - 01.02 Group rooms, stairways and corridors
 - 01.03 Kitchen
 - 01.04 Children's bathrooms/changing areas
 - 01.05 Milk kitchen
 - 01.06 Short trips, outings and excursions
 - 01.07 Outdoors
 - 01.08 Staff cloakrooms
 - 01.09 Maintenance and repairs
 - 01.10 Laundry area
 - 01.11 Staff personal safety
 - 01.12 Threats and abuse towards staff and volunteers
 - 01.13 Entrances and approach to the building
 - 01.14 Control of Substances Hazardous to Health (COSHH)
 - 01.15 Manual handling
 - 01.16 Festival (and other) decorations
 - 01.17 Jewellery and hair accessories
 - 01.18 Animals and pets

- 01.19 Face painting and mehndi
- 01.20 Notifiable incident, non-child protection
- 01.21 **Emergency evacuation** and lock-down
- 01.22 Closed circuit television (CCTV)
- 02 Fire safety policy
 - 02.01 Fire safety
 - 02.01a Fire safety risk assessment form
- 03 Food safety and nutrition policy
 - 03.01 Food preparation, storage and purchase
 - 03.02 Food for play and cooking activities
 - 03.03 Milk and baby food preparation and storage
 - 03.04 Menu planning and nutrition
 - 03.05 Meeting dietary requirements
 - 03.06 Breast feeding
- 04 Health policy
 - 04.01 Accidents and emergency treatment
 - 04.02 Administration of medicine
 - 04.02a Health care plan form
 - 04.03 Life-saving medication and invasive treatments
 - 04.04 Allergies and food intolerance
 - 04.05 Poorly children
 - 04.05a Infection control
 - 04.06 Oral health
 - 04.07 Baby and child massage
- 05 Promoting inclusion, equality and valuing diversity policy

- 05.01 Promoting inclusion, equality and valuing diversity
- 06 Safeguarding children, young people and vulnerable adults policy
 - 06.01 Responding to safeguarding or child protection concerns
 - 6.01a Child welfare and protection summary
 - 6.01b Safeguarding incident reporting form
 - 6.01c Confidential safeguarding incident report form
 - 06.02 Concerns and allegations of serious harm or abuse against staff, volunteers or agency staff
 - 06.03 Visitor or intruder on the premises
 - 06.04 Uncollected child
 - 06.05 Missing child
 - 06.06 Incapacitated parent
 - 06.07 Death of a child on-site
 - 06.08 Looked after children
 - 6.08a Care plan for looked after children form
 - 06.09 E-safety
 - 06.09a E –safety audit
 - 6.10 Key person supervision
- 07 Record keeping policy
 - 07.01 Children’s records and data protection
 - 07.01a Privacy notice
 - 07.02 Confidentiality, recording and sharing information
 - 07.03 Client access to records
 - 07.04 Transfer of records
- 08 Staff, volunteers, **assistants and** students' policy

08.01 Recruitment checks

08.02 Staff deployment

08.03 Deployment of volunteers and parent helpers

08.04 Student placement

09 Early years practice policy

09.01 Waiting list and admissions

09.01a About our early education and childcare

09.01b Application to join

09.01c Early education and childcare registration form

09.01d Early education and childcare terms and conditions

09.02 Attendance and absence

09.03 Prime times – The role of the key person

09.04 Prime times – Settling in and transitions

09.05 Establishing children's starting points

09.06 Prime times – Arrivals and departures

09.07 Prime times – Baby and toddler mealtimes

09.08 Prime times – Snack-times and mealtimes (older children)

09.09 Prime times – Intimate care and nappy changing

09.10 Prime times – Sleep and rest time

09.11 Managing separation anxiety in children under 2 years old

09.12 Promoting positive behaviour

09.13 Identification, assessment and support for children with SEND

09.13a SEN Support: Initial record of concern form

09.13b SEN Support: Action plan

09.14 Prime times – Transition to school

09.15 Progress check at age two

09.15a Progress check at age two form

10 Working in partnership with parents and other agencies policy

10.01 Working in partnership with parents and other agencies

10.02 Complaints procedure for parents and service users

Introduction

Early years providers must meet all the statutory requirements of the Early Years Foundation Stage (EYFS) and take all necessary steps to keep children safe and well, including by maintaining records, policies and procedures.

As working documents policies and procedures govern all aspects of the setting's operations and are vital for consistency and quality assurance across the provision. Policies describe the approach of operating and incorporate current legislation and registration requirements. Procedures detail the methods by which the policies are implemented. Some may need adjustment following risk assessment carried out in the setting.

Staff, agency workers, volunteers, assistants and students need to fully understand and know how to implement the policies and procedures, which must also be accessible to parents, so that everyone knows what actions they need to take in practice to achieve them.

Each of the policies and procedures that group and school-based providers are required to have in place are provided in this publication, as well as others recommended by the Early Years Alliance as good practice.

Adopting, implementing and reviewing policy templates

- Copies of the policies and procedures to be adopted should be made available to all parents and staff; giving everyone the opportunity to discuss and fully understand each policy and procedure.
- It should be explained to parents, employees and volunteers that the policies contain the rules required for running the setting in a way which complies with the requirements of the EYFS and Ofsted registration and must be adhered to.
- All staff and volunteers should be aware of the content of the policies and procedures, and their role and responsibility in implementing them.
- Each policy and procedure should be continually monitored by collecting evidence about the results of their implementation. The evidence should be used to make any necessary changes to the policies and procedures and/or the way they are implemented.
- All staff and parents should contribute to the evidence collected and share in decisions about any necessary changes.
- Named/designated safeguarding leads in each setting have a delegated responsibility to make sure that relevant procedures are known by all members of staff and are adhered to, bringing any cause for concern to the manager's attention.

If any adaptations are needed to any policy or procedure, it must still meet the requirements of the relevant regulations. Some providers may decide to develop further policies, which are not required by regulations, but which would enable a clear direction for any specific issue pertaining to the setting. For example, some *Policies & Procedures templates for the EYFS 2025/26* (Early Years Alliance 2025)

providers may require a policy on sharing premises with another facility. Or in some cases a local authority or a funding body may require a policy or procedure that is not included in this publication.

Risk assessment is vital to implementation of many procedures. The providers ensure that risk assessments where helpful, are carried out and updated regularly and will amend or add to the procedures as required. Risk assessment procedures are detailed in procedures 01.1 Risk assessment and 02.1 Fire safety.

Children's rights and entitlements statement

This statement underpins the policies and procedures – in particular, section 06 Safeguarding Children, Young People and Vulnerable Adults procedures. It is important that all staff in your setting uphold and work with the principles and ethos within this statement.

Sutton Bonington Preschool Playgroup support the 54 Articles contained within the UN Convention on the Rights of the Child (1989). **Sutton Bonington Preschool Playgroup** recognise that these articles apply to children globally and draw attention to the disparity between and within countries and across regions of the world in the way that children receive and enjoy basic rights. **Sutton Bonington Preschool Playgroup** support organisations and statutory agencies to promote recognition and achievement of children's rights to ensure a better experience for all children.

As an early years provider and a member of the Early Years Alliance, Sutton Boning Playgroup follow the Alliance's '**four key commitments**' that are **broad statements against which policies and procedures are drawn to provide a consistent and coherent strategy for safeguarding children young people and vulnerable adults.**

1. **Sutton Bonington Playgroup** is committed to empowering children, young people, and vulnerable adults, promoting their right to be '**strong, resilient, actively listened to, and heard**'.
2. **Sutton Bonington Playgroup** upholds a culture of safety in which children, young people and vulnerable adults are protected from abuse and harm in all areas of its curriculum and service delivery.
3. **Sutton Bonington Playgroup** is committed to preventing harm and responding promptly and appropriately to all incidents or concerns of abuse that may occur. Working with statutory agencies to achieve the best possible outcomes for every child.
4. **Sutton Bonington Playgroup** is dedicated to increasing safeguarding confidence, knowledge and good practice throughout its training and learning programmes for adults, advocating support and representation for those in greatest need.

What it means to promote children's rights and entitlements:

To be **strong** means to be:

- *secure* in their foremost attachment relationships where they are loved and cared for, by at least one person who can offer consistent, positive, and unconditional regard and who can be relied on
- Policies & Procedures templates for the EYFS 2025/26* (Early Years Alliance 2025)

- *safe and valued* as individuals in their families and in relationships beyond the family, such as day care or school
- *self-assured* and form a positive sense of themselves – including all aspects of their identity and heritage
- *included equally and belong* in early years settings and in community life
- *confident in abilities* and *proud* of their achievements
- *progressing optimally* in all aspects of their development and learning
- *to be part of a peer group* in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world
- *to participate and be able to represent themselves* in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

To be **resilient** means to

- *be sure* of their self-worth and dignity
- be able to be *assertive* and state their needs effectively
- be able to *overcome* difficulties and problems
- *be positive* in their outlook on life
- be able to *cope* with challenge and change
- have a *sense of justice* towards self and others
- to develop a *sense of responsibility* towards self and others
- to be able to *represent* themselves and others in key decision-making processes

To be **actively listened to and heard** means:

- adults who are close to children recognise their need and *right to express and communicate* their thoughts, feelings, and ideas
- adults who are close to children can *tune in* to their verbal, sign, and body language to understand and interpret what is being expressed and communicated
- adults who are close to children can *respond appropriately and, when required, act upon their understanding* of what children express and communicate
- adults *respect children's rights and facilitate children's participation and representation* in imaginative and child-centred ways in all aspects of core services.

0 Policy and procedures implementation and review

Alongside associated procedures, this policy was adopted by *Sutton Bonington Preschool Playgroup* in Sept 25.

Aim

We have one set of policies and procedures which are consistent across our early education and childcare provision and in line with the current EYFS requirements.

Objectives

We adhere to and implement operational policies and procedures by:

- ensuring that all members of staff, agency workers, assistants, and students (hereon referred to collectively as staff), are aware of their role and responsibility in policy and procedure implementation
- ensuring that members of staff are aware of the content of the policies and procedures through:
 - induction
 - line management and staff meetings and training events
 - contributing feedback to procedure review
 - use of relevant publications
- staff are aware of their duty to adhere to the operational policies and procedures and how they contribute to a consistent approach throughout the organisation.
- **All policies and procedures are reviewed annually as a minimum and when there are any changes to the settings practice or legislation**

Legal references

Childcare Act (2006)

Education Act (2011)

0. Policies and procedures implementation and review

0.0 Implementation and review procedure

We have one set of policies and procedures which are consistent across our provision and in line with the current EYFS requirements.

- Policies and procedures are written and reviewed annually **as a minimum or when there is a change in practice or legislation.**
- Changes are only made to the policies and procedures by the managers of Sutton Bonington Playgroup in liaison with the setting committee where risk assessment or other reasons indicate that this is required.
- Policies and procedures are risk assessed and reviewed following any incident that is reportable under RIDDOR.
- Disciplinary action may be taken where individuals have disregarded policies and procedures.

Familiarisation and implementation

- It is the responsibility of every member of staff, agency worker, assistant, volunteer and student (hereon referred to as staff for clarity), within the setting to adhere to and always implement the policies and procedures.
- The setting manager offers advice and support to staff regarding procedure implementation.
- An overview of policies and procedures is included in induction for individual members of staff, with specific emphasis given to safeguarding procedures.
- Members of staff must sign to say that they are aware of and will adhere to the current policies and procedures.
- Members of staff understand that they must refer to the procedures as they support all aspects of their work within the setting.
- Staff meetings and in-house training events are used as opportunities to focus on procedures as required, and to discuss their implementation.
- Where there is an outbreak of a communicable disease or infection, the relevant procedure is photocopied and displayed for parents' reference during the outbreak.
- Other procedures may be displayed where a situation arises, for example to highlight health and safety concerns such as closing the gate.
- Following implementation of a procedure, such as emergency evacuation or other health and safety procedures, the setting manager will conduct a review as follows:
 - did all members of staff follow the procedure?

- is further training required on any aspect of implementation?
- did the procedure fit the circumstance; does it need adapting or changing?

Parents

- Parents/carers know how to access a full set of policies and procedures.