



Early Years Foundation Stage Policy

Policy date: September 2026

Review date: September 2027

EYFS Lead: Mrs Jane Taylor

Named EYFS Governor: Mrs Karen Morgan

“For learning, smiling and remembering”

Purpose

At Avondale Primary School, we recognise the importance of high-quality Early Years education and the significant contribution it makes to children's learning, development, wellbeing and future life chances.

This policy sets out how we implement the statutory requirements of the Early Years Foundation Stage (EYFS) and describes our approach to planning, teaching and learning, assessment, safeguarding, inclusion, partnership with parents and continuous improvement.

The policy is intended to support and encourage all staff in meeting the statutory requirements of the EYFS and in providing high-quality experiences that enable every child to learn, develop and thrive.

This policy is written in accordance with The Early Years Foundation Stage Statutory Framework for Group and School-based Providers – dated 13 July 2026, effective 1 September 2026, together with other relevant statutory guidance and legislation.

It is intended for governors, staff, parents and carers, relevant professionals and inspection or quality assurance bodies and is available from the school office and through the school's website.

The EYFS statutory framework sets the standards that all early years providers must meet to ensure that children learn and develop well, are kept healthy and safe, and develop the knowledge and skills they need to start school.

The EYFS applies to children from birth until the 31 August following their fifth birthday. At Avondale Primary School, this policy primarily applies to our Reception provision.

Principles

Four guiding principles shape our EYFS practice at Avondale Primary School. 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;
- Children **learn and develop** in different ways and at different rates.

Children learn and develop in different ways and at different rates. Practitioners adapt teaching, interactions and provision in response to children's individual interests, needs, developmental stages and prior experiences.

We recognise that children's learning is interconnected. We provide a balance of adult-led teaching, purposeful interaction, guided learning and child-initiated play and exploration.

Characteristics of Effective Teaching and Learning

The 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 their achievements.
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

We use these characteristics to shape our practice, including how we observe, interact with and support children.

Practitioners provide opportunities for children to become engaged, motivated and resilient learners and to develop their ability to think critically, solve problems and make connections.

A Unique Child

At Avondale Primary School, we recognise that every child is unique and that children develop in individual ways and at different rates.

We recognise and celebrate children's individual strengths, interests, cultures, experiences and characteristics. We aim to develop children's resilience, confidence, independence and positive attitudes towards learning.

Children are supported to develop self-regulation, emotional wellbeing and positive relationships with others. Practitioners use encouragement, positive feedback and appropriate recognition of children's achievements to support children's confidence and motivation.

We maintain high expectations for every child while recognising that children may require different approaches, support and adaptations in order to achieve their potential.

Inclusion

We value the diversity of individuals within our school and are committed to equality of opportunity, inclusion and anti-discriminatory practice.

All children and their families are valued and treated fairly. We do not discriminate against children or families because of protected characteristics, background, culture, religion, ethnicity, language, disability or individual circumstances.

We give all children every opportunity to achieve their best. We take account of children's individual experiences, interests, needs and starting points when planning learning and provision.

We:

- plan opportunities that build on and extend children's knowledge, experiences and interests;
- use a wide range of teaching and interaction strategies;
- provide appropriate challenge and support;
- provide a safe, secure and supportive learning environment;
- use resources that reflect diversity and are free from discrimination and stereotyping;
- provide appropriate adaptations for children who require additional support;
- monitor children's progress and respond to identified needs;
- work with parents, carers and relevant professionals where additional support is required;
- ensure that children are not unnecessarily limited by their level of language, communication or prior experience.

We recognise that equality does not always mean treating every child in exactly the same way. Practitioners make reasonable adjustments and provide additional support where necessary so that all children can access and participate in the EYFS.

Special Educational Needs and Disabilities (SEND)

At Avondale Primary School, children with Special Educational Needs and Disabilities (SEND) are supported in accordance with the **SEND Code of Practice: 0 to 25 years** and the **EYFS Statutory Framework**.

Early identification of SEND is a priority. Practitioners observe, interact with and assess children as part of their everyday practice in order to identify emerging needs as early as possible.

We work closely with parents and carers and liaise with the SENCO and external professionals where appropriate to ensure that support is timely, appropriate and focused on the individual child.

Reasonable adjustments are made to ensure that children with SEND can access the EYFS curriculum and provision.

Individualised provision, support plans and targeted interventions are implemented where appropriate to promote children's inclusion, progress, independence and wellbeing.

English as an Additional Language (EAL)

We recognise the importance of supporting children whose home language is not English. Children are supported to develop their English language skills through high-quality interactions, modelling, conversation, stories, songs, rhymes and purposeful experiences across the curriculum.

Where appropriate, we provide opportunities for children to use and develop their home language in play and learning and work with parents/carers to understand children's existing language skills and experiences.

Practitioners assess children's communication, language and literacy skills in English. Where a child has limited English, practitioners work with parents/carers to understand the child's skills in their home language so that language delay is not incorrectly identified as a result of learning English as an additional language.

Positive Relationships

At Avondale Primary School, we recognise that children learn to be strong and independent through positive and secure relationships.

We aim to develop caring, respectful and professional relationships with children and their families.

All staff working with children are expected to:

- develop warm and responsive relationships;
- listen carefully to children;

- recognise children's individual communication styles;
- support children's emotional wellbeing;
- promote children's independence;
- model positive behaviour and respectful relationships;
- communicate effectively with parents and carers;
- maintain appropriate professional boundaries.

Children are supported to develop secure relationships with trusted adults and to build positive relationships with their peers.

Parents as Partners

We recognise parents and carers as children's first and most enduring educators and value the knowledge and contribution they bring to their child's learning and development.

We seek to establish positive, respectful and effective partnerships with parents and carers from the beginning of the child's relationship with the school.

We develop partnerships through:

- inviting parents to an induction meeting before their child starts school;
- talking to parents about their child during induction and transition;
- gathering information about children's interests, experiences and needs;
- encouraging parents to share achievements and significant experiences from home;
- providing opportunities for parents to speak with staff about their child's development;
- holding parent meetings and progress discussions;
- providing opportunities for parents to contribute to their child's learning;
- offering curriculum and information workshops;
- communicating regularly through Reception newsletters and the Reception learning blog;
- inviting parents to appropriate school events and activities;
- supporting parents to access additional advice and services where appropriate.

We recognise that effective two-way communication is particularly important when a child has additional needs or when there are concerns about a child's wellbeing, development or safeguarding.

Information for Parents and Carers

Parents and carers are provided with information about how the EYFS is delivered at Avondale Primary School, including the curriculum, activities and experiences, daily

routines, staffing arrangements, support for children with SEND, food and drink arrangements, and how they can support their child's learning at home.

Parents and carers are informed of their child's Key Person and the role of the Key Person. They are provided with information about relevant school policies and procedures, including arrangements for late collection and for a child who goes missing. An appropriate emergency contact number is also provided.

Parents and carers are provided with information about how to contact Ofsted if they have concerns that the school is not meeting EYFS requirements.

Where the school is notified of an Ofsted inspection, parents and carers will be informed in accordance with statutory requirements. Following inspection, the school will make the inspection report available to parents and carers in accordance with the relevant statutory arrangements.

Induction and Transition

Children join Avondale having experienced a range of early education and care settings. We recognise the importance of effective transition in helping children and families feel secure, welcomed and confident.

Our induction arrangements are regularly reviewed.

The aim of our induction programme is to develop a clear understanding of each child so that we can provide appropriate experiences, relationships and support from the beginning of their time at school.

Induction and transition may include:

- opportunities for children to meet their teacher and other staff before starting school;
- transition sessions and/or a transition morning;
- an induction meeting for parents;
- information on the school website;
- communication with previous early years settings where appropriate;
- nursery and pre-school visits or transition meetings;
- information gathered from parents about children's interests, experiences and needs;
- opportunities for parents to discuss concerns with staff;
- liaison with the SENCO and other professionals where appropriate;
- a planned transition into school routines.

Where appropriate, children may begin school gradually during the first week to support a positive transition and enable staff to establish secure relationships with children.

All staff working with children aim to develop warm and positive relationships and take time to listen to and understand each child.

Every child is assigned a named Key Person. At Avondale, the EYFS teacher provides the lead Key Person role, supported by designated teaching assistants/key workers who provide continuity of relationships and care.

See the school's Transition and Induction Policy for further information.

Enabling Environments

At Avondale Primary School, we recognise that the environment plays an important role in supporting children's learning, development, independence and wellbeing.

Our environment is organised to enable children to:

- explore independently;
- make choices;
- access resources;
- develop language and communication;
- develop physical skills;
- revisit and extend learning;
- collaborate with others;
- develop imagination and creativity;
- take appropriate risks and solve problems;
- develop increasing independence.

Practitioners observe children and use their knowledge of children's interests, development and learning to adapt the environment and provide appropriate challenge.

The EYFS unit is organised into clearly defined areas that enable children to locate and use equipment and resources independently.

The outdoor area provides daily opportunities for children to develop physically, explore the natural environment, use their senses, engage in imaginative play and apply learning in different contexts.

All children have daily access to outdoor provision, subject to circumstances such as unsafe weather conditions.

We are committed to providing high-quality continuous provision. Areas are established and maintained, resources are regularly audited and replenished, and provision reflects the cultures, experiences and community of the children we serve.

Resources are labelled and organised to encourage independence and self-selection.

Risk assessments are completed where appropriate and are reviewed in response to identified risks or changes in provision.

Observation, Assessment and Planning

Assessment plays an important role in recognising children's progress, understanding their needs and informing teaching and provision.

At Avondale, assessment is primarily based on practitioners' knowledge of children, their day-to-day observations, interactions and professional judgement.

Assessment is used to:

- understand children's starting points;
- identify children's interests and strengths;
- identify emerging needs;
- inform teaching and provision;
- identify children who may require additional support;
- communicate effectively with parents and carers;
- support transition to Year 1.

Our curriculum is carefully planned to ensure that children experience a broad, balanced and ambitious programme of learning.

Long-term and medium-term planning provide a framework for curriculum coverage. Weekly and short-term planning is responsive and may be adapted in response to children's interests, needs, achievements and emerging lines of enquiry.

Practitioners do not regard planning as fixed. Teaching and provision are adapted where children's responses indicate that further teaching, challenge, consolidation or support is required.

We use INSIGHT, Dojo and other records to support professional dialogue, planning, monitoring and communication with parents.

These recording systems are school processes and are not intended to create unnecessary workload or excessive assessment records. The EYFS does not require practitioners to produce written or photographic evidence for every observation.

Development Matters is used, where appropriate, as **non-statutory curriculum guidance** to support practitioners' understanding of child development and curriculum planning. It does not replace the EYFS statutory framework and does not determine the school's curriculum.

Early Years Foundation Stage Profile

At the end of the Reception year, the statutory EYFS Profile is completed in accordance with the EYFS statutory requirements and relevant assessment guidance.

Teachers make professional judgements against the **Early Learning Goals (ELGs)**.

The ELGs define the level of development expected at the end of the EYFS. They are not intended to be used as a curriculum or to limit children's learning experiences.

Each ELG is assessed as either:

- **meeting the expected level of development**, or
- **emerging**

The EYFS Profile is based on practitioners' holistic knowledge of each child and their professional judgement.

The EYFS Profile is completed in the final term of the academic year in which the child reaches age five and no later than 30 June, in accordance with the statutory requirements and annual assessment arrangements. EYFS Profile results are reported to the local authority when requested, in accordance with statutory requirements. The results are shared with parents and the Year 1 teacher in accordance with statutory requirements.

Reception Baseline Assessment (RBA)

Avondale Primary School administers the statutory Reception Baseline Assessment in accordance with the annual Department for Education and Standards and Testing Agency assessment and reporting arrangements.

The RBA is an age-appropriate assessment of early mathematics and early literacy, communication and language.

It is administered within the first six weeks of a pupil starting Reception.

This requirement also applies to pupils who join Reception later in the academic year and have not previously completed the RBA. Where a pupil transfers from another school, the school checks whether the RBA has already been completed and follows

the statutory arrangements for pupils who have completed all or part of the assessment.

Appropriate accessibility arrangements and adaptations are considered for children with SEND or other additional needs.

The RBA is not used to determine the school's EYFS curriculum. Practitioners continue to follow the EYFS statutory framework throughout the Reception year

Learning and Development

At Avondale Primary School, we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and understand that they are interconnected.

The EYFS has seven areas of learning.

Prime Areas

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

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The prime areas are particularly important for building a strong foundation for children's development and learning.

The specific areas provide opportunities for children to strengthen and apply the knowledge and skills developed through the prime areas.

None of the areas are delivered in isolation. Practitioners make meaningful connections between areas of learning and provide a balance of adult-led teaching, guided learning, purposeful interaction and child-initiated experiences.

We maintain high aspirations for all children while recognising and responding to individual starting points and needs.

Communication and Language

We recognise the importance of communication and language in children's learning and development.

We provide opportunities for children to:

- develop listening and attention;
- understand and use an increasing range of vocabulary;
- participate in conversations;
- express ideas, feelings and experiences;
- develop confidence in speaking;
- listen to stories, rhymes and poems;
- develop comprehension;
- respond to questions and explanations.

Practitioners prioritise frequent back-and-forth interactions and sustained conversations with children throughout the day, deliberately modelling and extending vocabulary.

Personal, Social and Emotional Development

We support children to develop:

- secure relationships;
- self-confidence;
- self-awareness;
- independence;
- emotional literacy;
- self-regulation;
- resilience;
- positive attitudes towards learning;
- respect for themselves and others.

Children are supported to recognise and manage emotions, develop friendships, understand boundaries and develop an increasing awareness of the needs and feelings of others.

Physical Development

We provide regular opportunities for children to develop gross and fine motor skills.

Children have access to indoor and outdoor physical experiences, including opportunities to develop:

- coordination;
- balance;

- strength;
- spatial awareness;
- fine motor control;
- handwriting readiness;
- independence in personal care.

Children are encouraged to understand the importance of physical activity, healthy choices and personal hygiene.

Literacy

We provide a language-rich environment and develop children's love of books, stories, rhymes and reading.

Children have opportunities to:

- develop phonological awareness;
- develop secure phonic knowledge;
- hear and use new vocabulary;
- develop comprehension;
- develop a love of reading;
- write for meaningful purposes;
- develop fine motor skills;
- develop early spelling and handwriting skills.

Our teaching of early reading and phonics is systematic and consistent with the school's agreed approach.

Mathematics

We develop children's mathematical understanding through purposeful teaching, practical experiences, play and meaningful contexts.

Children develop knowledge and understanding of:

- number;
- counting;
- cardinality;
- composition;
- subitising;
- comparison;
- addition and subtraction;
- numerical patterns;
- shape;

- space;
- measure.

Children are encouraged to explain their mathematical thinking, solve problems and apply their knowledge in different contexts.

Understanding the World

Children are encouraged to develop an understanding of themselves, their families, their communities and the wider world.

They explore:

- people and communities;
- cultures and traditions;
- the natural environment;
- living things;
- materials;
- technology;
- past and present;
- similarities and differences.

We provide opportunities for children to explore, investigate, ask questions, make observations and develop an understanding of the world around them.

Expressive Arts and Design

Children have regular opportunities to express themselves through:

- art;
- music;
- singing;
- movement;
- dance;
- role play;
- imaginative play;
- design and construction;
- exploration of colour, texture, sound and materials.

We value children's creativity and provide opportunities for them to develop their own ideas and make independent choices.

Safeguarding and Welfare Requirements

At Avondale Primary School, safeguarding and promoting the welfare of children is our highest priority. We recognise that children learn best when they are healthy, safe, secure and supported by positive relationships with adults.

This policy is implemented alongside the school's:

- Safeguarding and Child Protection Policy;
- Online Safety Policy;
- Behaviour Policy;
- Attendance Policy;
- Health and Safety Policy;
- Intimate Care Policy;
- First Aid/Medical Needs Policy;
- SEND Policy;
- Safer Recruitment procedures.

All staff have a responsibility for safeguarding children and must follow the school's safeguarding procedures.

Safeguarding Culture and Responsibilities

A Designated Safeguarding Lead (DSL) and Deputy DSL are in place and their details are made known to staff.

Safeguarding concerns are reported to the DSL without delay and recorded accurately using the school's safeguarding recording system, CPOMS.

Staff understand that safeguarding is everyone's responsibility and that concerns must never be ignored.

The school follows local safeguarding partnership procedures and statutory safeguarding guidance.

Staff Training and Awareness

All EYFS staff receive induction training appropriate to their role. Induction includes emergency evacuation procedures, safeguarding and child protection, health and safety, EYFS responsibilities and relevant school policies and procedures.

Safeguarding training is renewed at least every two years in accordance with EYFS requirements, with annual refresher/update training provided in line with the school's safeguarding arrangements and identified training needs.

Staff receive appropriate updates to ensure that safeguarding knowledge remains current.

Training includes awareness of:

- abuse and neglect;
- physical, emotional and sexual abuse;
- neglect;
- domestic abuse;
- child-on-child abuse;
- online safety;
- exploitation;
- radicalisation and extremism;
- recognising changes in behaviour and wellbeing;
- responding to disclosures;
- reporting concerns.

Staff understand that concerns must be reported immediately in accordance with the school's safeguarding procedures.

Safer Recruitment and Staff Suitability

Avondale Primary School follows statutory safer recruitment requirements, Keeping Children Safe in Education and the school's safeguarding procedures.

All staff, volunteers, students and other adults working with or having relevant contact with EYFS children are subject to the appropriate identity, qualification, suitability, criminal record and barred-list checks required by legislation.

The school does not permit an individual to begin working or volunteering in circumstances where the required enhanced criminal record and barred-list checks have not been received, except where a specific statutory exception applies.

The school maintains appropriate records of qualifications, identity checks, vetting processes, references and criminal record checks.

Staff and prospective staff are required to disclose information that may affect their suitability to work with children, in accordance with statutory requirements and school procedures.

Where an individual is dismissed, or would have been dismissed had they not left, because they have harmed a child or placed a child at risk of harm, the school will make any required referral to the Disclosure and Barring Service.

Any allegation or concern about a member of staff, volunteer, student or other adult working with children is managed in accordance with the school's safeguarding

procedures, Keeping Children Safe in Education, local safeguarding partnership procedures and LADO arrangements

Key Person System

Every child in EYFS is assigned a named Key Person.

At Avondale, the EYFS teacher provides the lead Key Person role, supported by designated teaching assistants/key workers.

The Key Person:

- supports the child's learning, development and emotional wellbeing;
- helps the child settle into school;
- develops a secure and positive relationship with the child;
- builds an effective relationship with the child's parents/carers;
- understands and responds to the child's individual needs;
- supports appropriate care routines;
- acts as an important point of contact for parents/carers.
- supports families to engage with specialist support where appropriate.

The Key Person is supported by other practitioners to ensure continuity of care and relationships.

Supervision and Staffing Ratios

Avondale Primary School meets the statutory adult-to-child ratios set out in the EYFS framework.

Reception classes in maintained schools and academies are subject to infant class size legislation. During an ordinary teaching session, there must be no more than 30 pupils per school teacher, subject to the statutory permitted exceptions. Staffing arrangements are determined in accordance with the EYFS framework, school staffing legislation and the individual needs and safety of children.

Additional adults are deployed where required to meet children's individual needs, support inclusion and maintain children's safety.

Children are adequately supervised at all times, including during:

- transitions;
- outdoor learning;
- toileting;
- mealtimes;

- assemblies and other whole-school activities;
- educational visits.

Staff have opportunities for supervision and professional discussion to consider children's development, wellbeing, safeguarding and staff support needs. Supervision provides opportunities to discuss children's development and wellbeing, safeguarding concerns, professional practice, workload and support needs, identify solutions and receive coaching

Health, Safety and Risk Assessment

Procedures are in place to promote children's health and safety and to prevent the spread of infection.

This includes:

- regular risk assessment of indoor and outdoor environments;
- appropriate supervision;
- safe storage and use of equipment;
- fire safety and evacuation procedures;
- infection prevention procedures;
- hygiene routines;
- appropriate management of illness;
- safe management of trips and visits;
- appropriate arrangements for accidents and incidents.

Accidents and incidents are recorded and parents/carers are informed in accordance with school procedures.

Risk assessments are reviewed where circumstances, activities or identified risks change.

Paediatric First Aid and Medical Needs

At least one person with a current full Paediatric First Aid certificate is available on the school premises and able to respond immediately whenever EYFS children are present, in accordance with statutory requirements.

The PFA certificate must meet the criteria for a full paediatric first aid course set out in Annex A of the EYFS statutory framework.

All staff who have obtained a Level 2 or Level 3 qualification since 30 June 2016 must obtain either a full Paediatric First Aid (PFA) certificate or an Emergency Paediatric First Aid (EPFA) certificate within three months of starting work, in order to be included in

the required staff:child ratios at Level 2 or Level 3, subject to the statutory requirements.

A person with appropriate Paediatric First Aid training accompanies EYFS children on outings.

While children are eating, there should always a member of staff present who holds a current full Paediatric First Aid certificate.

Paediatric First Aid training is renewed in accordance with statutory requirements.

A suitably stocked first aid box is readily accessible to staff and is maintained in accordance with the school's first aid procedures. Written records are kept of accidents, injuries and first aid treatment.

Medical needs, allergies and relevant health information are recorded and shared appropriately with staff.

Medication is administered in accordance with the school's medical needs procedures and appropriate parental consent.

Food, Drink and Safer Eating

The school promotes healthy eating and good oral health. Where food and drink are provided, they are healthy, balanced and nutritious and fresh drinking water is available and accessible to children.

The school has regard to the Department for Education's Early Years Foundation Stage nutrition guidance and follows it unless there is good reason not to.

Information about children's dietary requirements, food allergies and intolerances is obtained before admission and kept up to date. Appropriate allergy action plans are developed with parents/carers and relevant health professionals and are shared with staff as necessary.

Staff involved in preparing or handling food receive appropriate food hygiene training. Food is prepared and served in a manner that reduces the risk of choking and takes account of individual children's developmental needs.

Children remain within sight and hearing of staff while eating, and a member of staff holding a current full Paediatric First Aid certificate is present in the room while children are eating.

The school promotes children's understanding of healthy choices, personal hygiene and oral health.

Managing Behaviour and Physical Intervention

Children's behaviour is managed positively, consistently and in an age-appropriate way.

We support children to understand boundaries, develop self-regulation and understand the impact of their actions on others.

Staff model respectful behaviour and use positive approaches to support children's emotional development.

Corporal punishment is not permitted. No child will be smacked, hit, shaken or otherwise subjected to corporal punishment or punishment that could negatively affect their wellbeing. Physical intervention is used only when necessary and proportionately, including where it is required to prevent immediate danger or serious harm.

Any physical intervention is recorded and parents/carers are informed on the same day, or as soon as reasonably practicable, in accordance with school procedures.

Intimate Care

Intimate care is provided sensitively and respectfully.

Children's dignity, privacy and individual needs are respected at all times.

Staff follow the school's Intimate Care Policy and appropriate arrangements are agreed with parents/carers where required.

Children are encouraged to develop independence in personal care wherever developmentally appropriate.

Mobile Phones, Cameras and Other Electronic Devices

Avondale Primary School recognises the safeguarding, privacy and data protection risks associated with mobile phones, cameras, smart watches and other electronic devices with imaging, recording, communication or sharing capabilities.

The use of such devices within the EYFS is managed in accordance with the school's Mobile Phone Policy, Safeguarding and Child Protection Policy, Online Safety Policy and Data Protection arrangements.

- Staff must not use personal mobile phones, cameras or other personal devices to photograph, video or record children.

- Personal mobile phones must not be used by staff while they are supervising or working directly with children, except where there is an agreed emergency or operational requirement.
- Personal mobile phones should be kept in the designated secure location in accordance with the school's Mobile Phone Policy.
- Photographs and videos of children must only be taken using school-approved devices and in accordance with the school's consent, safeguarding and data protection procedures.
- Images and recordings of children must only be stored, accessed and shared using approved school systems and devices.
- Staff must not use personal devices to store or share images or information relating to children.
- Smart watches and other wearable devices with imaging, recording or communication capabilities are subject to the same safeguarding expectations as mobile phones and other electronic devices.
- Visitors, volunteers, students and other adults working within the EYFS are expected to follow the school's arrangements concerning mobile phones, cameras and electronic devices.
- Children are not permitted to use personal mobile phones within the EYFS unless this has been specifically agreed as part of an individual child's needs or provision.
- Any concerns about the inappropriate use of a mobile phone, camera or other electronic device must be reported immediately to the Designated Safeguarding Lead or another appropriate senior member of staff.
- Any school-owned digital device used to photograph, record or communicate about children must be used in accordance with the school's safeguarding, data protection and acceptable-use procedures.

The school has regard to the Department for Education's statutory guidance **Mobile Phones in Schools**, which applies to schools from September 2026.

These arrangements are reviewed regularly to ensure that they remain consistent with statutory EYFS requirements, safeguarding guidance and the school's wider mobile phone and online safety arrangements.

Children's Screen Use and Online Safety

Avondale Primary School recognises the importance of supporting children's healthy development and wellbeing in relation to digital technology.

Screen use within the EYFS is purposeful, age-appropriate and supports learning rather than replacing active, creative, social, physical or outdoor experiences.

The school has regard to the Department for Education's Help for early years providers: Screen Use guidance.

Children's screen use is appropriately supervised and balanced with opportunities for:

- physical activity;
- conversation and interaction;
- reading;
- creative activity;
- imaginative play;
- outdoor learning;
- exploration and practical experiences.

Children are supported to develop an age-appropriate understanding of online safety.

Banned Dog Breeds

Avondale Primary School complies with the EYFS statutory requirements concerning banned dog breeds.

Dogs to which section 1 of the Dangerous Dogs Act 1991 applies, including XL Bully type dogs, must not be kept or present on the school premises at any time.

Any arrangements involving dogs on school premises are subject to the school's risk assessment and safeguarding procedures

Attendance and Collection

- Daily registers are completed accurately.
- Attendance and absence are managed in accordance with the school's Attendance Policy.
- Unexplained and prolonged absences are followed up promptly.
- Staff consider patterns of absence, the child's vulnerability and relevant family circumstances when identifying potential safeguarding concerns.
- Safeguarding concerns arising from absence are reported to the DSL and, where appropriate, referred to children's social care or the police in accordance with local safeguarding procedures.
- Children are released only to authorised adults.
- Procedures for late collection are followed in accordance with the school's policy.
- The school's Attendance Policy is available to parents/carers through the school website and on request.

Partnership with Parents in Relation to Safeguarding

- We work in partnership with parents and carers to safeguard children.
- Parents are encouraged to share concerns about their child's health, development, wellbeing or safety.
- Parents are informed of relevant safeguarding procedures and key contacts.
- Where there are safeguarding concerns, the school acts in accordance with statutory guidance and local safeguarding procedures.

Whistleblowing

- All staff are aware of the school's whistleblowing arrangements and their responsibility to raise concerns about unsafe, inappropriate or poor practice.
- Staff are expected to report concerns without fear of reprisal.
- Concerns are managed in accordance with the school's Whistleblowing and Safeguarding procedures.

Safer Sleep

Avondale Primary School's EYFS provision is for Reception-aged children and does not normally include children under two. Consequently, the specific safer-sleep requirements for babies and children under two are not normally applicable. If provision for younger children is introduced, the school will implement all relevant EYFS safer-sleep requirements before such provision begins.

Monitoring and Review

EYFS practice is monitored regularly by the EYFS Lead, DSL, SENCO and senior leaders.

The policy is reviewed annually or sooner if statutory requirements or relevant guidance change.

It is the responsibility of all EYFS practitioners to follow the principles and procedures set out in this policy.

Mrs K Moragn is the named governor who has responsibility for EYFS and meets with EYFS practitioners as appropriate to discuss practice, provision, outcomes and areas for development.

The Senior Leadership Team and relevant subject leaders monitor EYFS practice as part of the school's wider monitoring and evaluation arrangements.

Internal mechanisms for monitoring quality include:

- observations of teaching and learning;
- learning walks;
- peer observations;
- curriculum monitoring;
- assessment and progress analysis;
- moderation;
- supervision;
- staff consultation;
- pupil voice;
- parent feedback;
- action planning and target setting;
- performance management and appraisal;
- policy review.

Mrs Taylor is the EYFS Lead.

The EYFS Lead is responsible for supporting high standards of provision, inclusive practice and positive outcomes for all children within the EYFS.

The EYFS Lead works closely with the DSL, SENCO and senior leaders to ensure that statutory requirements are met and that provision is continuously evaluated and improved.

Regular self-evaluation informs the school's self-evaluation processes and contributes to the continuing professional development of EYFS practitioners.

The role of the EYFS Lead is defined within the relevant subject leader/job description and is linked to teacher appraisal.

Related Policies and Documents

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- SEND Policy
- Attendance Policy
- Behaviour Policy
- Online Safety Policy
- Health and Safety Policy
- Intimate Care Policy
- First Aid and Medical Needs Policy
- Food, Nutrition and Allergy Policy / relevant school food policy

- First Aid Policy
- Missing Child Procedure/Policy
- Data Protection/Privacy Policy
- Staff Code of Conduct
- Educational Visits Policy
- Safer Recruitment procedures
- Whistleblowing Policy
- Transition and Induction Policy
- Educational Visits Policy
- Equality and Diversity arrangements
- Complaints Policy

The school will ensure that EYFS practice remains consistent with the current statutory framework and relevant Department for Education guidance.

Statutory and Guidance References

This policy has been developed with reference to:

- Early Years Foundation Stage Statutory Framework for Group and School-Based Providers – effective from 1 September 2026
- 2026 Reception Baseline Assessment: Assessment and Reporting Arrangements
- 2026 Reception Baseline Assessment: Administration Guidance
- SEND Code of Practice: 0 to 25 years
- Keeping Children Safe in Education
- Relevant safeguarding partnership procedures
- Relevant equality and safeguarding legislation
- Department for Education guidance relating to children's screen use in early years settings.

The school will review this policy whenever statutory requirements or relevant guidance are amended.

Policy approved by: Governing Body

Approval date: September 2026

Policy review date: September 2027

EYFS Lead: Mrs Jane Taylor

Named EYFS Governor: Mrs Karen Morgan

