



## Early Years Foundation Stage Policy

### Policy Monitoring, Evaluation and Review

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### 1. Our Aims

This policy aims to ensure:

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

### 2. Our Vision for Early Years at Abbey Mead

At Abbey Mead Primary Academy, the Early Years is a place of belonging, curiosity and joy. We recognise the EYFS as a uniquely important stage where children build the foundations for lifelong learning, wellbeing and relationships.

Our provision is:

- Child-centred
- Inclusive and equitable
- Relational and trauma-informed
- Rooted in play and exploration
- Grounded in strong, attuned adult–child relationships

We are guided by the principles of:

- Birth to Five Matters
- EYFS Statutory Framework (2025)
- Development Matters
- Best Start in Life
- DfE Effective Transitions into Reception (2026)

We believe children thrive when they feel safe, seen, valued and understood. Our practice is attachment-aware, culturally responsive and built on the belief that relationships are the foundation of learning.

### 3. Statutory Framework and Compliance

Abbey Mead Primary Academy adheres to the EYFS Statutory Framework (2025), including:

- Learning and development requirements
- Assessment requirements
- Safeguarding and welfare requirements
- Staff qualifications, ratios and supervision
- Health and safety expectations

We also comply with:

- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- SEND Code of Practice (2015)
- Equality Act 2010
- Data protection and information-sharing legislation
- TMET trust-wide safeguarding and operational policies

As an academy, this policy aligns with our funding agreement and articles of association.

### 4. Structure of the EYFS at Abbey Mead

#### Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) at Abbey Mead Primary Academy comprises:

- **Nursery (FS1):** part-time and limited full-time places
- **Reception (FS2):** full-time provision

Nursery places are available for **15 hours or 30 hours**, with additional wraparound care offered where available. Staffing ratios meet statutory requirements (see Section 11.3).

Our Nursery provision includes **47 morning places and 47 afternoon places**, with a small number of full-time places. Children are admitted to Nursery in the Autumn term if they are **three years old by 31 August** prior to admission. Any remaining places may be allocated following a child's third birthday.

Children join Reception in the **September following their fourth birthday**. Key Stage 1 begins at the start of **Year 1**. The EYFS plays a vital role in supporting children's early development and preparing them for future learning.

### 5. EYFS Curriculum

At Abbey Mead Primary Academy, our Early Years provision follows the **EYFS Statutory Framework**. The curriculum supports children from birth to the end of the Reception year and is designed to secure strong foundations for lifelong learning.

#### 5.1 Areas of Learning and Development

The EYFS curriculum comprises **seven areas of learning and development**, all of which are valued and interconnected.

**Prime Areas** (central to children's development and capacity to learn):

- Communication and Language
- Physical Development

- Personal, Social and Emotional Development

**Specific Areas** (which strengthen and build upon the prime areas and promote curiosity):

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

The **Prime Areas sit at the core** of our curriculum, underpinning learning across all seven areas.

## 5.2 Curriculum Intent and Rationale

Our curriculum is shaped by:

- the **EYFS Statutory Framework**
- **Birth to Five Matters** (principles, pedagogy and inclusive practice)
- **Development Matters** (sequencing and professional judgement)
- **Best Start in Life** (early language, relationships and home learning)
- Abbey Mead's **values, community and local context**
- The **needs** of our pupils

The curriculum is designed to be:

- Play-based and exploratory
- Language rich
- Carefully sequenced and progressive
- Ambitious for all learners
- Grounded in real experiences and meaningful interactions
- Focused on reducing disadvantage and promoting equity

## 5.3 Curriculum Priorities

We prioritise development in the Prime Areas through the following approaches:

### Communication and Language

- SHREC interactions
- Vocabulary-rich environments
- Dialogic reading, storytelling, rhyme and song

### Personal, Social and Emotional Development

- Kindness Curriculum
- Emotional literacy and co-regulation
- Attachment-aware, trauma-informed practice
- Promotion of identity, belonging and representation

### Physical Development

- Gross motor development through outdoor movement, climbing and balancing
- Fine motor development through Story Dough, Drawing Club and finger gym activities
- Early writing readiness and self-care skills

## 5.4 Curriculum Implementation

Key curriculum approaches include:

### Systematic Synthetic Phonics:

Abbey Mead Primary Academy uses **The Partnership Phonics Programme**, a DfE-validated systematic synthetic phonics scheme, to teach early reading and spelling.

- Phonics is taught through **daily, structured lessons** following the sequence **Revise, Hear, Read, Write and Apply**. The programme develops the core skills of **blending, segmenting and phoneme manipulation**.
- It includes **assessment and intervention tools** and is **fully mapped to Big Cat Phonics** books to ensure accurately matched decodable reading and secure progression.

### Story Dough and Drawing Club

- Develop fine motor strength, creativity, vocabulary and narrative skills
- Support early mark-making and writing confidence
- Exposure to a wide range of texts and develop a love of reading

### Mathematics

- Delivered using a mastery approach aligned with White Rose Maths
- Focus on number sense, subitising, composition, shape, space, measure, pattern and comparison

### Continuous Provision

- Promotes independence, exploration and problem solving
- Ensures equity and access for all learners
- Reflects children's interests, cultures and developmental needs
- Is enhanced regularly to introduce new concepts and vocabulary

## 6. Teaching and Learning in the EYFS

At Abbey Mead Primary Academy, teaching and learning in the Early Years Foundation Stage (EYFS) is guided by the principles of the **EYFS Statutory Framework, Development Matters** and **Birth to Five Matters**. Our practice places children at the centre of learning and is inclusive, ambitious and responsive to each child's **individual starting point, needs and interests**.

### High-Quality Interactions

High-quality adult-child interactions underpin all learning. Staff use **SHREC interactions (See, Hear, Respond, Expand, Connect)** to ensure interactions are attuned, relational and purposeful. Through warm, respectful communication, adults model language, extend thinking and support emotional wellbeing, enabling children to feel secure and confident learners.

### Balanced Teaching Approach

Learning is delivered through a balanced combination of:

- **Whole-class teaching** to introduce key concepts and shared experiences

- **Small-group teaching** to provide targeted support and intervention
- **Continuous provision**, indoors and outdoors, enabling children to independently explore, practise and apply learning through play

This flexible approach ensures all children are supported and challenged appropriately.

### **Play as the Vehicle for Learning**

Play is central to learning in the EYFS. Through play, children are supported to:

- Explore and investigate
- Imagine and create
- Solve problems
- Collaborate with others
- Make sense of the world around them

Staff carefully plan and enhance play experiences to promote **playing and exploring, active learning, and creating and thinking critically**.

### **Enabling Environments**

Our environments are thoughtfully designed to be:

- Calm, predictable and nurturing
- Rich in natural and open-ended materials
- Organised to promote independence, confidence and self-regulation
- Reflective of children's cultures, identities and lived experiences

Environments are reviewed regularly to ensure they meet children's developmental needs and interests.

### **Outdoor Learning and Free-Flow Provision**

Outdoor learning is an integral part of our EYFS curriculum. Children have **daily access to free-flow indoor and outdoor learning spaces**, allowing them to choose where and how they learn throughout the day.

Outdoor provision:

- Supports learning across all **seven areas of the EYFS**
- Promotes physical development, wellbeing and risk-taking
- Encourages exploration, problem solving and collaboration
- Provides real-life and sensory experiences that deepen understanding

Adults actively engage with children outdoors, using high-quality interactions to extend learning and ensure provision remains purposeful and inclusive.

### **Inclusion and Individualised Planning**

Staff are ambitious for all children and plan activities and experiences that enable every child to develop and learn effectively. For younger children, there is a strong focus on the **three Prime Areas of learning**.

Planning is informed by:

- Individual starting points
- Ongoing observation and assessment
- Children's interests, strengths and next steps

Where a child has, or may have, a **special educational need or disability (SEND)**, staff adapt provision and consider whether additional or specialist support is required, working closely with families and relevant external agencies. Staff recognise that children develop at different rates and ensure teaching is responsive and inclusive. As children grow and their development allows, learning gradually shifts towards more structured teaching of essential knowledge and skills, supporting a smooth transition into **Key Stage 1**.

## 7. Inclusive, Relational and Trauma-Informed Practice

At **Abbey Mead**, we are committed to creating an inclusive, nurturing and emotionally safe early years environment where every child feels valued, understood and supported to thrive. Our practice recognises that children's behaviour, communication and learning are rooted in their experiences, relationships and sense of belonging.

Our approach is underpinned by:

- The **statutory Early Years Foundation Stage (EYFS) framework**
- **Birth to Five Matters**, which places strong emphasis on emotional development, attachment and relationships
- The **Best Start in Life** principles, which recognise the importance of early experiences in shaping long-term outcomes
- **TMET's relational ethos** and Abbey Mead's **Trauma-Informed and Relational Behaviour Policy** [Abbey-Mead-Relational-Behaviour-Policy-2526-1.pdf](#)

### Our Commitment

We are committed to:

- **Equity, not just equality**, recognising that individual children require different levels of support in order to succeed
- **Anti-bias and anti-racist practice**, actively challenging discrimination and promoting fairness and inclusion
- Providing meaningful **representation** within resources, books, displays and learning experiences so that all children see their identities, families and cultures reflected and respected
- **Early identification of needs** to ensure timely support and intervention
- **Close collaboration with the SENDCo**, families and external agencies to meet individual needs effectively
- Building **strong, trusting partnerships with families**, recognising them as children's first and most important educators

### Trauma-Informed and Relational Practice

Abbey Mead adopts a **trauma-informed, attachment-aware approach**, recognising that some children may have experienced adversity, stress or disruption in their early lives. In line with Birth to Five Matters, we understand that children learn best when they feel emotionally secure and supported by calm, attuned adults.

Our practice includes:

- Prioritising **relationships before behaviour**, recognising behaviour as a form of communication
- Responding to children with **empathy, curiosity and consistency**, rather than punishment
- Supporting emotional regulation through **co-regulation**, modelling calm responses and emotional language
- Maintaining **predictable routines** to foster a sense of safety and security
- Creating **emotionally safe environments** where children feel confident to express feelings, take risks in learning and develop resilience

### Inclusive Practice and SEND

In line with the EYFS framework and Birth to Five Matters, we promote inclusive practice by:

- Removing barriers to participation and learning wherever possible
- Adapting environments, routines and teaching approaches to meet individual needs
- Working closely with the **SENDCo** to support children with special educational needs and/or disabilities
- Engaging with **external professionals and agencies** when appropriate to ensure the best outcomes for children

### **Positive Outcomes for Children**

Through relational, inclusive and trauma-informed practice, we aim to ensure that children:

- Feel safe, respected and valued
- Develop a strong sense of belonging and self-worth
- Build secure attachments and positive relationships
- Are supported to regulate emotions and behaviour
- Are given the best possible foundations for lifelong learning and well-being

### **8. Assessment in the EYFS**

Assessment in the Early Years Foundation Stage at Abbey Mead Primary Academy is **ongoing, formative and observation-led**, in line with the **EYFS Statutory Framework** and the guidance set out in **Birth to Five Matters**.

Assessment is used to understand children's learning, support professional judgement, inform curriculum planning and identify next steps. We avoid unnecessary paperwork and data collection so that assessment supports, rather than interrupts, children's learning.

#### **Ongoing Observation and Assessment**

Staff use **skilled observation**, knowledge of child development and their professional judgement to assess children's progress across the EYFS. Assessment focuses on understanding what children know, can do and are learning to do, and recognises that children develop in different ways and at different rates.

Observations are gathered from:

- Child-initiated play and continuous provision
- Adult-led activities and daily routines
- High-quality interactions and sustained shared thinking

Assessment information is used to support curriculum progression, respond to children's individual starting points and ensure learning is inclusive and ambitious for all.

Parents and carers are recognised as key partners in assessment. Information shared by families contributes to a holistic understanding of each child and supports consistency between home and school.

#### **Statutory Assessment**

The school fulfils all statutory assessment requirements as set out in the **EYFS Statutory Framework**:

#### **Reception Baseline Assessment (RBA)**

Within the first six weeks of children starting Reception, staff administer the Reception Baseline Assessment in line with statutory guidance. The RBA provides a national starting point for measuring progress across primary education and is not used to inform day-to-day teaching nor shared with parents.

## EYFS Profile

In the final term of the academic year in which a child reaches the age of five, staff complete the **EYFS Profile**, which summarises children's attainment against the **17 Early Learning Goals**. Each child is assessed as:

- *Meeting the expected level of development, or*
- *Emerging (not yet meeting expected levels)*

The Profile reflects a **rounded picture of the child**, drawing on ongoing assessment, observations and knowledge of the child's learning across the year, as outlined in the statutory framework.

## Moderation, Reporting and Transition

EYFS Profile judgements are **moderated internally and with TMET schools** to ensure accuracy, consistency and shared understanding of standards. EYFS Profile data is submitted to the local authority in line with requirements. The EYFS Profile is shared with parents and carers and with Year 1 teachers to support a smooth transition and continuity of learning. Assessment information informs dialogue between Reception and Year 1 staff and helps ensure curriculum planning builds on children's strengths, achievements and next steps.

In **exceptional circumstances**, and with parental agreement, a child may remain in EYFS provision beyond the end of the academic year in which they turn five. In such cases, assessment continues and the EYFS Profile is completed before transition to Year 1.

## 9. Partnership with Parents and Carers

In line with the **EYFS Statutory Framework**, Abbey Mead Primary Academy recognises that children learn and develop best when there is a **secure and respectful partnership between parents/carers and practitioners**. We are committed to working collaboratively with families to support children's learning, wellbeing and development.

### Key Person Approach

Every child is assigned a **key person**, as required by the EYFS framework. The key person:

- Builds a secure, trusting relationship with the child and their family
- Ensures learning and care are tailored to the child's **individual needs and starting points**
- Supports parents and carers in promoting learning at home
- Acts as the main point of contact for communication
- Supports families in accessing additional or specialist services where appropriate

### Communication and Sharing Information

We keep parents and carers **well informed** about their child's progress, development and wellbeing through:

- Daily informal communication
- Scheduled parent-teacher meetings
- An annual written report
- Sharing statutory assessment outcomes, including the **EYFS Profile**

In accordance with the EYFS framework, parents' contributions are valued and used to help build a **complete picture of the child's learning and development**.

### Induction and Transitions

To support smooth transition into EYFS, we provide opportunities such as:

- Home visits and/or pre-start discussions

- Induction meetings prior to admission
- ‘Stay and play’ or ‘meet and greet’ sessions
- Opportunities for children to spend time in the setting with parents before starting

These arrangements support children’s emotional security and continuity of care, as outlined in the EYFS framework.

### Supporting Parental Involvement

We actively encourage parents and carers to engage with their child’s learning by:

- Offering curriculum workshops and information sessions
- Providing newsletters and curriculum updates
- Sharing guidance for supporting learning at home
- Inviting parents to curriculum events that celebrate children’s learning
- Providing opportunities for parents to contribute to their child’s learning journey

Parents are encouraged to raise any concerns promptly so that they can be addressed **in partnership**, supporting early identification of need.

## 10. Transitions

At **Abbey Mead**, we understand that transitions are a significant time in a child’s life and play a vital role in supporting children’s emotional well-being, confidence and continued learning. We are committed to ensuring that all transitions are carefully planned, inclusive and responsive to the needs of children and their families.

Our approach is underpinned by:

- The **statutory Early Years Foundation Stage (EYFS) framework**
- **Birth to Five Matters** guidance, which emphasises emotionally supportive, developmentally appropriate transitions
- The **DfE Effective Transitions into Reception (2026)** guidance, which promotes continuity, collaboration and child-centred practice

### 10.1 Principles of Effective Transition

Transitions at Abbey Mead are guided by the following principles:

- Children feel **safe, secure and emotionally supported**
- Strong, trusting relationships with adults are prioritised
- Learning and development build on what children already know and can do
- Transitions are understood as a **process**, not a one-off event
- Parents and carers are recognised as key partners

### 10.2 Transitions into EYFS and Reception

We support children transitioning into Nursery and Reception through a range of planned strategies, including:

- **Effective information sharing** with parents/carers and previous early years settings to ensure continuity of care, learning and safeguarding
- **Home visits or meet-the-teacher sessions**, where appropriate, to build early relationships and familiarity
- **Staggered or flexible start arrangements**, tailored to individual children’s emotional and developmental needs
- **Emotional support** for both children and families, recognising transitions can be challenging
- **Joint working with nurseries and childminders**, including professional dialogue and curriculum discussion
- The use of **familiar adults**, environments and resources to reduce anxiety and promote confidence
- Gradual introduction to **routines, expectations and learning approaches**

These approaches reflect **Birth to Five Matters**, which highlights the importance of secure attachments, predictable routines and sensitive adult support during times of change.

### 10.3 Transitions Within School

Transitions within Abbey Mead (Nursery → Reception → Year 1) are carefully planned to ensure progression and continuity. Support includes:

- Opportunities for children to access **shared environments** and become familiar with new spaces
- **Consistent expectations** for behaviour, routines and learning approaches
- **Curriculum continuity**, ensuring learning builds progressively and reflects prior experiences
- **Professional dialogue** between staff to share knowledge of children's strengths, interests and needs
- Gradual changes to routines and expectations as children move towards more formal learning

These practices align with the EYFS requirement to support children through key transitions and ensure that learning remains developmentally appropriate.

### 10.4 Inclusion and Individual Needs

Transitions are adapted to meet the needs of all children, including those with:

- Special educational needs and/or disabilities (SEND)
- English as an additional language (EAL)
- Additional emotional or pastoral needs

Additional transition support may include individual transition plans, increased adult support, visual aids or extended transition periods, in partnership with parents/carers and external professionals where appropriate.

### 10.5 Partnership with Parents and Carers

Parents and carers are actively involved in transition processes. We value their knowledge of their child and work closely with them to ensure transitions are positive and successful. Ongoing communication supports reassurance, trust and continuity between home and school.

## 11. Safeguarding and Welfare Procedures

At **Abbey Mead**, we recognise that children learn best when they are healthy, safe and secure; when their individual needs are met; and when they have positive, trusting relationships with the adults who care for them. We are fully committed to safeguarding and promoting the welfare of all children and take our statutory responsibilities seriously.

We provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence. All staff are vigilant and alert to safeguarding concerns in children's lives, whether at home, in school or elsewhere, and understand their duty to act immediately on any concern.

Safeguarding arrangements at Abbey Mead are carried out in accordance with:

- The **statutory Early Years Foundation Stage (EYFS) framework**
- **Keeping Children Safe in Education (KCSIE)**
- Working Together to Safeguard Children
- Local authority safeguarding procedures

Further details are outlined in our **Child Protection and Safeguarding Policy** [TMET-Safeguarding-and-Child-Protection-Policy-v-17.0-1.pdf](#).

### 11.1 Responding to Concerns or Allegations

Any safeguarding concerns regarding a child's safety or welfare are taken seriously and acted upon without delay.

- Where concerns arise, a referral will be made immediately to **Children's Social Care** in line with local safeguarding procedures.
- In an emergency, the **police** will be contacted.
- Any allegation of serious harm or abuse made against an adult living, working or volunteering with children will be reported to **Ofsted** and other relevant bodies within statutory timescales.

Concerns and allegations are managed sensitively, professionally and confidentially, in accordance with statutory guidance.

Where appropriate:

- The concern will be investigated promptly by senior safeguarding leaders
- Accurate records will be maintained using CPOMS
- External agencies will be engaged as required
- Policies, procedures or training will be reviewed following any incident to minimise the risk of reoccurrence

### 11.2 Designated Safeguarding Lead (DSL)

**Abbey Mead has a robust safeguarding leadership structure in place and all members of the Senior Leadership Team (SLT) are DSL trained.**

#### Designated Safeguarding Leads (DSLs):

- Gary Aldred – Principal
- Rebecca Pickard – Head of School

#### Deputy / Strategic Safeguarding Leads:

- Melissa Cogan – Assistant Principal and EYFS Lead
- Emma Tuffey – Vice Principal
- Priya Saujani – Assistant Principal
- Kate Burgess – SENDCo
- Urvi Visana – Welfare and Behaviour Mentor

The DSL team is responsible for:

- Leading safeguarding and child protection practice across the EYFS
- Liaising with Children's Social Care, local safeguarding partners and external agencies
- Managing and monitoring safeguarding concerns and referrals
- Ensuring safeguarding records are accurate, secure and up to date
- Providing advice, guidance and support to all staff
- Ensuring safeguarding training is completed and refreshed in line with EYFS and KCSIE requirements

At least one DSL is available at all times during the school day to respond to safeguarding concerns.

### 11.3 Staffing Ratios and Qualifications

Abbey Mead ensures that **statutory staff-to-child ratios** are maintained at all times to safeguard children and meet their needs.

For our **academy-based nursery provision for children aged 3+** and **Reception classes**, we comply fully with EYFS and school-based ratio requirements, including:

- **Reception classes:** at least **1 teacher for every 30 pupils**, in line with infant class size legislation

- **Nursery provision:** appropriate EYFS staffing ratios guided by the age and needs of the children

In addition:

- All staff counted in ratios hold appropriate qualifications
- **All support staff working within EYFS hold a minimum of Level 2 Teaching Assistant (TA) or equivalent training**
- Staffing arrangements are continually risk assessed and adapted to meet the needs of the children

#### **11.4 Paediatric First Aid (PFA)**

**All Teaching Assistants working within the EYFS at Abbey Mead hold a current Paediatric First Aid certificate.**

In addition:

- **At least one member of staff with a current Paediatric First Aid certificate is present and available on the premises at all times when children are present**, including on outings.
- Paediatric First Aid training is renewed every three years in line with statutory EYFS requirements

This ensures that children receive prompt and appropriate care in the event of an accident or medical emergency.

#### **11.5 Attendance and Absence**

Attendance is monitored closely. Unexplained or prolonged absences are followed up promptly with parents/carers and, where necessary, alternative emergency contacts.

Further details are outlined in our **Attendance Policy** [TMET-Attendance-Policy-v3-2025-2026.pdf](#)

#### **11.6 Health, Oral Health and Toothbrushing**

We promote healthy lifestyles and good oral health by supporting children to understand:

- The importance of healthy eating
- The impact of sugary foods on teeth
- The importance of regular toothbrushing

Where applicable, supervised toothbrushing follows current government guidance and safe practice.

#### **11.7 Safer Eating**

Children are supervised at all snacktimes/mealtimes by a **Paediatric First Aid-trained adult** and are seated safely.

Before children start at Abbey Mead, we collect information on:

- Dietary requirements and preferences
- Food allergies and intolerances
- Medical and health needs

Food is prepared and served safely to:

- Reduce choking risks
- Meet developmental needs
- Follow EYFS nutritional guidance

All choking incidents are recorded, reviewed and shared with parents/carers.

#### **11.8 Accidents and Injuries**

A suitably stocked first aid box is accessible at all times.

All accidents, injuries and first aid treatments are recorded, and parents/carers are informed on the same day or as soon as reasonably practicable.

Serious incidents are reported to the relevant authority in line with statutory requirements.

## 11.9 Safety of Premises

Abbey Mead ensures that all indoor and outdoor areas are:

- Safe, secure and fit for purpose
- Suitable for the age and developmental needs of children
- Fully compliant with health and safety, fire safety and hygiene legislation

## 11.10 Toileting and Privacy

We provide:

- Appropriate toilet and handwashing facilities
- Hygienic nappy-changing arrangements
- Adequate supplies of clothing and personal care items
- Enough toilets and hand basins available for the children

Children's dignity and privacy are respected at all times, while ensuring safeguarding and supervision needs are met. See our Intimate Care Policy via Abbey Mead Primary Academy Policies Page [Intimate-Care-Policy-reviewed-March-2026.pdf](#)

## 12. Safeguarding: Staffing and Procedures

### 12.1 Staff Training

All staff receive safeguarding training in line with **Annex C of the EYFS Statutory Framework** and **Keeping Children Safe in Education (KCSIE)**. Training ensures staff understand safeguarding procedures, identify concerns and act appropriately to protect children.

Safeguarding training is:

- Provided on induction and refreshed **annually**, or more frequently where required
- Updated in response to changes in guidance or identified safeguarding concerns
- Designed to ensure staff feel confident and supported in implementing safeguarding procedures

The **Designated Safeguarding Lead (DSL)**:

- Provides ongoing advice and guidance to all staff
- Undertakes training appropriate to the role, in line with Annex C of the EYFS framework
- Liaises with local authority children's social care and safeguarding partners as required

### 12.2 Safer Recruitment

Abbey Mead Primary Academy follows **EYFS safer recruitment requirements** to ensure staff suitability. This includes:

- Obtaining appropriate references prior to appointment, including for students and volunteers
- Completing identity, qualification and suitability checks
- Maintaining accurate records of recruitment and vetting checks
- 

Further details are available in the school's **Safeguarding Policy** [TMET-Safeguarding-and-Child-Protection-Policy-v-17.0-1.pdf](#), published on the Abbey Mead Primary Academy website.

### 12.3 Whistleblowing

All staff are made aware of whistleblowing procedures and are encouraged to raise concerns about unsafe or poor practice. Concerns are taken seriously and handled appropriately by senior leaders.

Concerns should be reported to the **Principal or Head of School**. If the concern relates to a senior leader, staff should report to the **Chair of the Academy Council**.

### **12.3.1 Malicious or Vexatious Allegations**

Where allegations are made in good faith and found to be unsubstantiated, no action will be taken against the individual raising the concern. If an allegation is found to be deliberately false or malicious, appropriate disciplinary action may be considered.

## **13. Staff Development**

We invest in ongoing professional development including:

- Trauma-informed and attachment-aware practice
- SHREC interaction training
- SEND and inclusion inc. Play Interaction, Colourful Semantics
- Curriculum development
- Reflective supervision
- Safeguarding and paediatric first aid

## **14. Monitoring and Evaluation**

We monitor EYFS provision through:

- Learning walks
- Environment audits
- Planning and assessment reviews
- Moderation
- Parent and pupil voice
- TMET quality assurance

Findings inform continuous improvement.

## **15. Policy Review**

This policy will be reviewed annually or sooner if statutory guidance changes.