



Pikes Lane Primary School EYFS Policy

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**Linked Governor Sub Committee: Curriculum, Standards and
Wellbeing Committee**

Contents Page

Page 3	<u>Vision</u>
Page 4	<u>Ethos</u> <u>Overarching Intent</u>
Page 5	<u>Pre-School Intent</u> <u>Nursery Intent</u>
Pages 5-6	<u>Reception Intent</u>
Pages 6-7	<u>Implementation</u>
Page 8-10	<u>Golden Threads</u>
Page 10	<u>Impact</u>
Page 11-14	<u>Planning and Assessment</u>
Page 14	<u>Settling/Transitions</u> <u>Learning Journeys</u>
Page 15	<u>Parental Involvement</u> <u>Key Person System</u>
Pages 16-17	<u>Behaviour for Learning</u>
Pages 18-20	<u>SEND</u>
Pages 21-23	<u>Safeguarding and Health & Safety</u>

Vision at Pikes Lane

We strive to uphold our values and always remain true to our philosophy for outstanding education. As a school, our vision is integral to all aspects of school life. At Pikes Lane, we are committed to ensuring the highest of standards in everything that we do. Our team empowers our community to reach high and achieve well;

Together We Can Be the Best.



Ethos

At Pikes Lane Primary School, we aim to provide all children, no matter their background, with a safe and stimulating environment to grow, learn and develop. We believe that all children deserve to have the best start to their learning experience and we facilitate this by creating an immersive environment to thrive. We believe that the early years is the place to build the foundations of the characteristics of effective learning.

Overarching Intent

At Pikes Lane, children typically begin their education working below age-related expectations, because of this we aim to engage children in learning through exciting and engaging activities. All staff members work with children on their individual next steps of learning. We aim to ensure that children evolve holistically and develop a love of learning.

We want all children in the early years foundation stage to communicate effectively with peers and adults. We aim to provide a broad and balanced curriculum, which is built on children's interests and fascinations. All pupils are able to access the EYFS curriculum as it is tailored to individual needs and next steps. This considers their low starting points and nurtures their cultural capital by providing a breadth of experiences. The characteristics of effective learning are interwoven throughout the curriculum and children have plentiful opportunities to engage with open-ended resources within the indoor and outdoor environments.

We aim to create independent children who: actively learn and solve problems, express their curiosity and their resilience when challenges arise, communicate well with their peers and adults and are able to express their interests and dislikes. We aim for children to develop a love of learning and foster learners for life. We strive for children to celebrate their culture, religion and individuality. We also aim for children to be happy and healthy.

Pre-school Intent

During the Pre-School year (2-3 years old) we aim to ensure children can separate from their main carer and settle well into a new environment. We aim for children to explore, demonstrate curiosity about the world around them and form relationships with their key adults and peers. We aim for children to develop independent skills such as attending to their toileting needs and putting on their coats. We aim for children to develop the confidence to communicate with their peers as they play and explore and develop language to access a range of areas of learning.

Nursery Intent

During the Nursery year (3-4 years old) we aim to ensure children can explore the areas of provision with confidence. We aim to provide children with the skills to listen attentively and communicate with their peers and adults. We want children to develop self-regulation strategies and tune into their feelings, cooperating with their peers. We intend for children to develop a love of reading and mark-making. In phonics, our intention is for children to develop phonological awareness, to be able to say and hear initial sounds and to be able to orally blend and segment CVC words. In mathematics, we aim for children to show curiosity about numbers and develop links and bonds to 5. We also want children to be inquisitive about shape, space and measure in the continuous provision. We want to build on children's cultural capital by encouraging children to make links between home and school, further developing their knowledge through quality first interactions and provocations, and developing their curiosity about the world around them. We also foster children's creativity and expression. We intend on children further developing their independent skills such as dressing, using the toilet and beginning to understand the importance of oral health.

Reception Intent

During the Reception year (4-5 years old) we aim to ensure children explore and challenge themselves in the areas of provision. We aim to further develop children's listening, attention and communication skills. We want children to be able to self-regulate their emotions and compromise with their peers. We intend on children further developing their love of reading and mark making. In phonics, our intention is for children to master phase 3 phonics and be able to read phase 4 polysyllabic words and irregular words. We also aim for children to be able to write simple sentences using phonemes, digraphs and irregular words. In mathematics, we aim for children to understand the numerical compositions to 10, subitise to 5 and recall facts with automaticity. We also aim for children to compare quantities, exploring odd and even numbers. We also aim for children to develop curiosity around shape, space and measure, building on their knowledge from nursery and bridging the gap to year 1. We want to continue to further develop children's

cultural capital by encouraging children to make links between home making links with their knowledge and understanding through quality first interactions and provocations, developing their curiosity about the world around them. We also foster children's creativity and expression. We intend for children to further develop their independent skills such as dressing for P.E., using small tools, brushing their teeth and understanding risks.

Implementation

We value learning through play and support children's learning through the continuous provision. We provide a balance between child-initiated and adult-led activities, these increase in time and frequency from Pre-School-Reception. We follow the statutory guidance for the Early Years Foundation Stage (Revised 2024) and deliver a curriculum that reflects all seven areas of learning:

- ◇ Communication and Language,
- ◇ Personal, Social and Emotional Development,
- ◇ Physical Development,
- ◇ Literacy,
- ◇ Mathematics,
- ◇ Understanding the World,
- ◇ Expressive Arts and Design

We have created a bespoke curriculum with inspiration from Development Matters (2021), to meet the needs of our school and children. The bespoke curriculum provides learning intentions for Pre-school, Nursery and Reception, building on knowledge and skills to ensure children are able to achieve the statutory early learning goals by the end of the Reception year.

We encourage children to explore, investigate, and learn through first-hand experiences. The learning environment at Pikes Lane extends from the indoor learning environments to the outdoor areas. There are a range of areas in each classroom with a variety of resources to develop children's independence and choice. Children are encouraged to express their interests and adults are responsive to this, enhancing provision to meet their needs. Children engage in daily, high-quality, adult-focused activities based on the seven areas of learning.

Children in Pre-school and Nursery attend for three hours per day from Monday to Friday. The main purpose for the children in Pre-school and Nursery is to develop in the prime areas of learning. They will also be supported with the specific areas of learning through high-quality interactions and play-based learning.

Children in Pre-school engage in storytime, phase 1 phonics and singing time when they are developmentally ready. They also spend time engaged in

prolonged periods of play while the early years educators support children's next steps across all seven areas of learning. Educators are responsive to children's needs in the moment and also use objective-led planning to target individuals and small groups. Staff respond to children's needs and interests by planning a bespoke continuous provision, the Early Lead Educator in Pre-school also plans medium term with a view of what the children need to learn and uses the long-term overview. There are some theme-based planning and learning to broaden children's knowledge and understanding.

Children in Nursery engage in storytime, phase 1 phonics and daily focus sessions. Children spend time engaged in prolonged periods of play while the teachers and teaching assistants support children's next steps across all seven areas of learning. Teachers are responsive to children's needs in the moment. The Nursery teacher carefully plans focus lessons and phonics for the whole class and small group work. The Nursery teacher plans using the long-term overview and medium-term planning, with a view of what the children need to learn by the end of each term/year. There are some theme-based learning planned to broaden children's knowledge and understanding. The staff in Nursery also focus on objective-led planning working with children in their areas of learning.

There are three members of staff to support the children in the Nursery, staff are given roles to support the class. Staff number one will support children in provision using objective-led planning, staff number two will supervise language-rich discussions during social snack time and staff number three will support children outdoors.

Children in Reception engage in daily literacy, mathematics, reading, and phonics lessons. Children then work in smaller groups with their key worker (in mixed ability groupings) and any next steps are followed up in provision. Children are given time to explore in indoor and outdoor environments. Children are supported to explore the characteristics of effective learning as they play. Children in Reception also engage in daily afternoon lessons which support children to develop their understanding of the world and expressive art skills. Teachers are responsive to children's needs in the moment and respond to their next steps. The Reception teachers carefully plan weekly for each area of learning, provision is enhanced based on the children's engagement and interests and can be adapted daily for the children. Teachers use medium-term and long-term overviews of the curriculum to ensure children are working towards the early learning goals. During exploration time, staff work with children on focus activities, individual next steps or support children with their interests.

Golden Threads

At Pikes Lane, the Golden Threads are interconnected knowledge that is woven across the curriculum. The Early Years are the building blocks for this key knowledge. The Pikes Lane golden threads are:

STEM

Sustainability, Information Systems and Decision-Making, and Location Knowledge.

Communication

Leisure and Play, Jobs through the Ages, Equality of Opportunity.

Early Years is the foundation for future learning, children in Pre-school, Nursery and Reception encounter the golden threads at an age-appropriate level. Below is an outline of how each of the golden threads is interwoven into the early year's curriculum:

Golden Thread	Curriculum Link
Sustainability	Children learn about sustainability as part of understanding the world area of learning. Children learn about their environment and how to look after plants and animals.
Information Systems and decision making	This links to understanding the world and technology. Children learn about their immediate environment. They also explore Google Earth and maps.
Location Knowledge	This links to understanding the world. Children learn about their immediate environment and make links to where they live. Children draw and explore maps.
Leisure and Play	Children in the early years have opportunities to explore and play. They talk about what they enjoy and teachers support children's interests by planning for individual needs. The Pikes Lane outdoor passport provides extra skills and experiences for the children.
Jobs Through the Ages	This links to understanding the world. Children learn about occupations through direct teaching and role play/continuous provision opportunities. Children also learn about the past and changes to jobs over time.
Equality of Opportunity	In the early years, children are unique learners, all children are valued and included. All children's learning needs and interests are considered and planned for. We are a Rights Respecting School and create a safe and inspiring place for children to learn and thrive.

The table below demonstrates what each area of learning looks like within the early years.

Area of Learning	What this looks like in Practice
Communication and Language	✓ Speaking and listening activities in small groups ✓ Storytime ✓ Phonics ✓ Modelling and scaffolding in provision ✓ Sustained shared thinking ✓ High-quality provision
Personal, Social and Emotional Development	✓ Taking turns and sharing in provision ✓ Playing and exploring ✓ Circle time ✓ Focus PSE sessions ✓ Developing confidence and self-awareness ✓ Developing and promoting self-regulation
Physical Development	✓ Fine motor activities ✓ Developing gross motor skills using outdoor equipment ✓ Weekly PE session in reception ✓ Encouraging independent dressing ✓ Encouraging independent self-care ✓ Support with toilet training ✓ Support with good oral health
Literacy	✓ Phonics ✓ Storytime ✓ Literacy hook books ✓ Reading and writing opportunities across all areas ✓ Engaging reading areas ✓ Mark making areas ✓ Singing rhymes ✓ Listening, attention and speaking
Mathematics	✓ Mathematics focus sessions ✓ Mathematics in provision ✓ Mathematics area of learning ✓ A range of resources ✓ Mathematics books ✓ Number bonds to 10 ✓ Subitising skills ✓ Shape, space and measure activities
Understanding the World	✓ Talking about families and events ✓ Focusing on key celebrations throughout the year ✓ Talking about the world around the children ✓ Exploring outdoor area, seasons and weather ✓ Some thematic work to develop children's understanding of the world ✓ Talking about the past and present ✓ Exploring technological toys ✓ Exploring real objects ✓ Exploring iPad devices
Expressive Arts and Design	✓ Creative areas in each classroom ✓ Development of artistic skills ✓ Development of design and technology skills ✓ A range of mark-making tools, chalks, pens, pencils, and paint are available for children in designated areas and across ✓ Musical instruments

	✓ Small world figures and role play to support imagination ✓ Opportunities to be creative in the outdoor area ✓ Weekly creative arts sessions in Reception ✓ Helicopter stories
Outdoor Learning	✓ Physical equipment ✓ Wheeled resources ✓ Mathematic opportunities ✓ Literacy opportunities ✓ Small world resources ✓ Water play ✓ Growing and nature ✓ Open-ended resources ✓ Sand and water provision

Impact

Children from Pre-school to Reception at Pikes Lane, typically make accelerated progress across all areas of learning. Children develop communication and language skills which underpin all other areas. Children develop personal, social and emotional skills to play and learn with others. Children leave each year group ready for the next stage of their learning journey.

The impact is measured through the use of 'Tapestry' to capture learning, language samples are created to represent what the children say (this supports communication and language moderation with the EAL context) and teachers discuss children's learning and development in formal moderation meetings. The next step board is used to capture children's individual next steps and they are addressed each week.

The EYFS lead completes learning walks throughout the year to look at the learning, development and progress the children are making. The EYFS team moderates baseline data and half-termly moderations with a different learning focus, key workers will bring a child to discuss. The headteacher also completes learning walks throughout the year to look at the characteristics of effective learning and interactions between peers and adults. As part of the whole school improvement plan, each subject leader will complete a learning walk to understand the early years in action.

There are set points throughout the year when data is inputted for all children across all areas of learning. The EYFS lead analyses progress and attainment and discusses the cohort and individual children with the class teachers.

Planning and Assessment

In EYFS, we outline key events throughout the year that we predict we will cover with the children such as religious festivals and events. Some thematic learning is planned based on the children's interests and needs, this is to ensure children have a broad and rich curriculum.

Medium-term planning is designed to match the children's learning needs and interests. Medium-term planning covers a series of weeks of learning and outlines the learning intent for the children.

Weekly planning focuses on children's individual next steps and learning needs. Weekly planning covers any adult-focused activities. Continuous provision is carefully planned in each classroom to ensure children engage in highly engaging activities. Objective-led planning is used to support children/groups of children on a particular objective in the provision, using their interests as a vehicle for learning. Staff members are able to plan in different ways to meet the needs of their cohort.

Outdoor learning provision is planned around the seasons, understanding the world, themes and children's interests. Children are encouraged to lead their own learning and express their interests, these are recorded on the children's next steps board.

On entry to Pre-school, Nursery and Reception children are baseline assessed within three weeks from their start dates, in exceptional circumstances, some children will be baseline assessed for a longer period of time, to help them settle into their new classroom before assessments take place. Children in Reception complete the NFER reception baseline in the Autumn half term and data is submitted according to the DFE information, the EYFS lead complies with the Reception Baseline Assessment and Reporting Arrangements- [DFE Document](#).

Assessment information is collected for each child and recorded in their learning journey. Observational assessments in EYFS include language samples and children's annotated work. Photographic evidence is captured using Tapestry and is recorded using iPad devices. All members of staff are responsible for observing children across EYFS. Each member of staff has a key group of children they are responsible for observing and collecting evidence for. All stakeholders are encouraged to be involved in observing and assessing children including teachers, teaching assistants, students, volunteers and parents.

Assessments are recorded using an online tracker at the end of each half-term (O-Tracker). The tracker can also be updated by the classroom teacher at any point. The Leading Early Educators in Pre-school, Nursery teacher and Reception Teachers are responsible for inputting data into the

online tracker. Although each member of staff has a key group of children, the class teacher has ultimate responsibility for all children in their class.

The assessment codes for O-track are as follows.

Available Codes

CODE	DESCRIPTION
WSB	0-3 Working Significantly Below
WB	0-3 Working Below
WT	0-3 Working Towards
ARE	0-3 ARE
AB	0-3 Above
WSB	3&4 Working Significantly Below
WB	3&4 Working Below
WT	3&4 Working Towards
ARE	3&4 ARE
AB	3&4 Above
WSB	Reception Working Significantly Below
WB	Reception Working Below
WT	Reception Working Towards
ELG	Reception ELG
AB	Reception Above

Exemplification for Assessment:

	Working Significantly Below	Working Below	Working Towards	Working At	Working Above
Pre-School	Children are not meeting the developmental points in the pre-school (0-3 years) or are only meeting 1-2. They have not met the developmental checkpoints for their age.	Children are not meeting the developmental points in the pre-school (0-3 years) or are only meeting a few. They have only partially met the developmental checkpoints for their age.	Children are working within the pre-school developmental band and are meeting most of the developmental points.	Children are working well within the pre-school age band, they have most or all of the developmental points.	Children have met all of the learning points in the pre-school section and are working within the nursery development points.
Nursery	Children are not meeting the developmental points in the nursery section (3-4 years) or are only meeting 1-2 points. They have not met the developmental checkpoints for their age but may be meeting the points in pre-school.	Children are not meeting the developmental points in the nursery section (3-4 years) or are only meeting a few. They have only partially met the developmental check points for their age.	Children are working within the nursery developmental band and are meeting most of the developmental points.	Children are working well within the nursery-age band, they have met most or all of the developmental points.	Children have met all of the learning points in the nursery section and are working within the reception developmental points.
Reception	Children are working within the pre-school age band.	Children are working within the nursery age band.	Children are working within the reception age band.	Children are working well with the reception age band.	Children have met the early learning goals and are working beyond this towards or within the year 1 curriculum.
ELG	Children in reception have met the early learning goal for the area of learning assessed using the statutory framework to identify this.				
GLD	Children in reception have met the early learning goals for; communication and language, personal, social and emotional development, physical development, reading, writing, and mathematics and have met a good level of development.				

Assessments are moderated throughout the year by The Head of EYFS, with year group partners, as a key stage, with key stage one, in liaison with the Senior Leadership Team, as part of a local cluster and in consultation with the Local Authority.

Phonics is assessed in Pre-school and Nursery using the phase 1 assessment and children in Reception are assessed individually from phases 2 onwards
Please see the phonics policy for more information

Children entering Reception also complete the NFER baselines assessment within the first six weeks of starting school. The Reception teachers will complete the baseline assessments with the children.

Settling in/Transitions

Children are given time to visit their new class/teacher in July as part of the whole school transition week. In September, children then start gradually over a sequence of days/weeks. In Reception, children start in groups of 20 for full days over a sequence of three days. In Nursery, children start in small groups over a sequence of two weeks. In Pre-school, children start in groups of 2 over the first week. Any children who are struggling with the transition into their new class and need extra support, can liaise with parents to reduce the timing of the session and gradually increase the timings until the child is happy and settled for the full session. In unique circumstances, some children who are still struggling to settle will be discussed with the EYFS Lead and SLT team to best support the child.

Learning Journeys

Each child has an individual learning journey which showcases all their relevant learning. Each learning journey has a front cover, wishing star, sharing stars, information from home, language samples and children's work. Work is filled in chronological date order. Learning Journeys have a range of observational evidence and progress is evident throughout. Photographic evidence is collected through Tapestry but is stored online and does not need to be printed.

Parents and children are encouraged to look through learning journeys, they can add their thoughts and comments using speech bubble post-it notes.

Learning journeys showcase individual learning, group work will be captured on the whole school 'Earwig' system.

Parental Involvement

At Pikes Lane Primary School, we aim to involve parents/carers fully in their child's education. We operate an 'open-door' policy at the beginning of the day where parents/carers are welcomed in their child's reception class. In pre-school and nursery, parents are welcome in class at the beginning of each session. We value the role of parents/carers and aim to create a two-way flow of information and knowledge. This is achieved by:

- Outlining the EYFS curriculum to parents/carers
- Encouraging parents to share special moments of achievements at home through 'sharing stars'
- Encouraging parents/carers to read/share stories at home with their child
- Discussing individual progress and targets twice a year through parent conferences
- Providing an annual written report in the summer term, summarising the child's progress and attainment in the EYFS curriculum and the characteristics of effective learning
- Running regular stay-and-play sessions for parents
- Inviting parents into school to read with their child
- Sharing children's work using the Tapestry app
- Sharing information on the Class Dojo app

Parents are also kept up to date with information and home learning through the use of class emails.

We also welcome parents to engage in Stay and Play known as Welcome Wednesdays.

Key Person System

At Pikes Lane, the Leading Early Educators in Pre-school, Nursery Teacher and Reception Teachers have ultimate responsibility for all children in their class. However, each member of staff across the Early Years Foundation Stage has a key group of children whom they are responsible for.

- In Pre-school, children are split into two key groups
- In Nursery, children are split into three key groups
- In Reception, each class is split into two key groups, and VIP children are observed by the member of staff supporting across all reception classes

VIP children are picked each week; these are the focus children of the week in each class.

The next step board is split into key groups, each key person then uses the board to follow up on children's individual next steps.

Behaviour for Learning

See the EYFS section of the whole school behaviour for learning guide for more information

In the Early Years Foundation Stage, we foster a positive culture and encourage and motivate children through positive reinforcement.

Children in EYFS are taught to take turns, share, manage their feelings, and behaviour and follow the school and class rules. Children are encouraged to follow the Pikes Lane Promises. We foster the characteristics of effective learning, which underpin learning and development across the EYFS curriculum and support the child to remain an effective and motivated learner.

Children are rewarded through praises, stickers, rewards and achievement certificates. Children are encouraged to work as a team through the whole-class 'star in the jar' reward system.

Reflection Time

If a child in EYFS does not follow the class/school rules, they will receive a reminder that their behaviour is undesired. If this behaviour continues, they will be taken for some reflection time.

Children need to understand why their behaviour is undesired and the consequences for that. Due to the age of the children in EYFS, they will go through a reflection process using pictures and verbal instruction from teachers and teaching assistants.

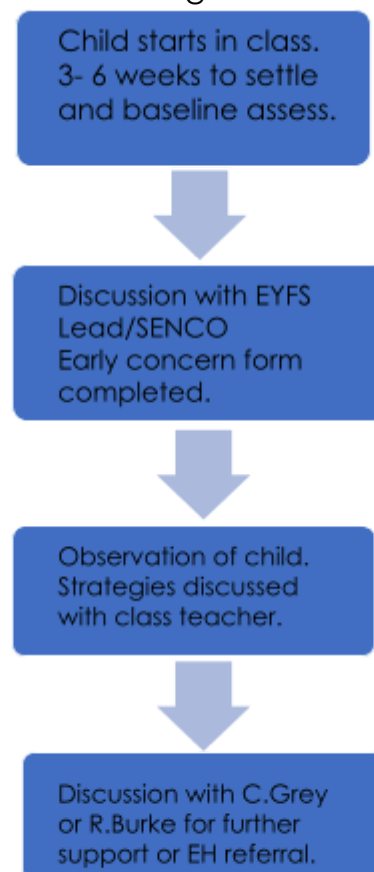
Parents/carers are informed if a child has received reflection time and the reason for this.

Due to the ages and stages of children in EYFS, we expect some unwanted behaviours. Staff are experienced in dealing with children of this age and use a variety of de-escalation strategies.

Special Education Needs

Over the past few years, we have achieved the 'Flagship Award' for inclusion and we are committed to providing an inclusive curriculum for all children. The designated EYFS SENCO at Pikes Lane is Chloe Grey and the School SENCO is Sue Long. The SENCOs work together to support the children with special educational needs across the school.

We are committed to the early identification of pupils who have SEND needs, as a first point of entry to Pre-school, Nursery or Reception, staff baseline assess each child. If a child has been identified as working well below age-related expectations, the EYFS SENCO will observe the child. If at any point (during or after baseline assessments) a member of staff has concerns about a child with additional learning needs, the EYFS lead will observe as the first point of call and look at some strategies to support the child. Staff will also fill out an early concern form and share it with the SENCO. Rachel Burke, Pupil Welfare Officer, supports children and families who may need support with behaviour, family support and well-being, some children may be discussed with R.Burke to support their learning and behavioural needs.



Bolton Council Early Years SEN Inclusion Funding

Settings, childminders and school nurseries can apply for additional funding to support children with identified Special Education Needs in their setting.

The Inclusion Funding is available to support funded children aged 2, 3 and 4 in nursery schools and classes, private or voluntary settings or with childminders.

The Inclusion Fund is for those children who already have identified needs and have agencies working together to support them. It will be based on the needs of the child and will support the practitioners to improve the child's early learning and development outcomes.

The application process will use the existing assessments made by the early years provider and other agencies as a basis for funding allocation. The level of funding awarded will vary depending on the child's level of need and may be used by the provider to enhance staffing ratios for part of the week in order to meet the child's needs.

EYIF Packages

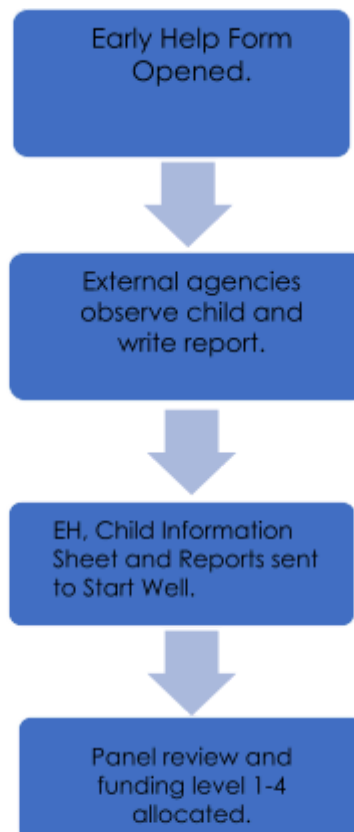
Package	Level of funding	Additional Support
	Additional to free Entitlement	
EYIF Level 1	None	
EYIF Level 2	£550 per term	Access to funded places on short training sessions designed to support practitioners to meet the needs of the child.
EYIF Level 3	£1100 per term	Online guidance documents
EYIF Level 4	£1650 per term	Online training packages to support dissemination

How to Apply

Settings apply by submitting an application to the Early Years SEN Inclusion Panel, where it will be assessed against a matrix of development to determine a child's level of needs.

The provider should submit the following documentation:

- ☐ Child information form
- ☐ Early Help Assessment and Action Plan and any reviews
- ☐ Most recent reports from external agencies



Up-to-date information and panel dates can be found by following the link:

<https://www.boltonstartwell.org.uk/resources/send-inclusion/10?documentId=7&categoryId=7>

Safeguarding

We follow the Early Years Foundation Stage Statutory Framework 2021. We have a whole school safeguarding policy and are committed to ensuring all children are safe.

The safeguarding lead is the Headteacher.

The designated safeguarding lead is Rachel Burke- Extended Services and Pupil Welfare Manager. During her maternity absence, Sue Long (inclusion lead and SLT) will takeover as DSL.

Katie Hilton, the EYFS Lead and Acting Assistant Head, has completed the Keeping Children Safe in Education (advanced) course.

In the early years, we are committed to ensuring the people looking after children are suitable to fulfil their roles.

All staff have relevant qualifications to work with children in the 2-3-year-old classroom, 3-4-year-old classroom and in Reception. All cover staff have relevant qualifications and are suitable to lead the class when the teacher is not in class.

To support teaching and learning we maintain staffing ratios of:

- 1-4 in Pre-School
- 1-13 in Nursery
- 1-15 in Reception

For further whole school (2-11 years) safeguarding information please see the whole school safeguarding policy.

Electronic Devices

All EYFS staff have a school iPad device, these are used to enhance learning and capture photos for displays and photographic observation using the 'Tapestry' app. Only school iPad devices are used to capture learning in school.

Mobile phones in school are to be kept in bags, in the cupboard away from the children. Staff members may use their mobile phones in the staff room and office spaces that are not used for learning, they can only be used in spaces where children do not walk through. Staff logging any concerns for CPOMS during the day (and needing authentication access) can complete this in the staff room. Mobile phones can be used in the classroom before school and after school when there are no children in the rooms.

Mobile phones can be used in an emergency circumstance e.g. when a child/member of staff requires an ambulance so that the first aider can liaise with the ambulance service.

Visitors to EYFS are requested to store their mobile devices in the school office, staff room or a locked cupboard.

No personal electronic devices capable of imaging and sharing are used in the setting.

Paediatric First Aid

At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A. PFA training¹⁹ must be renewed every three years and be relevant for people caring for young children and babies.

Providers should take into account the number of children, staff, and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

All staff who obtained a level 2 and/or level 3 qualification since 30 June 2016 must obtain a PFA qualification within three months of starting work in order to be included in the required staff: child ratios at level 2 or level 3 in an early years setting²⁰. To continue to be included in the ratio requirement the certificate must be renewed every 3 years.

Health and Safety

We are committed to the health and safety of all children at Pikes Lane. We promote the good health of all children and have developed a good rapport with our parents. At Pikes Lane, we promote the good health of all children and the EYFS department takes necessary steps to prevent the spread of infection. If a child becomes seriously ill or injured during their attendance, we will call for emergency assistance.

If children in the early years become unwell, their parents or guardians will be contacted to collect their child. Each class has a range of PPE for staff to use and thermometers to check temperatures. Parents are provided with advice about the illness and a date to return to school if the illness is infectious.

Food and drink provided in the setting is healthy, and all children have access to fresh drinking water and fruit and vegetable snacks throughout the

day. Children in Reception, access school meals at lunchtime which have been approved by Bolton Council.

Children are able to wash their hands in each classroom and bathroom.

The premises in each classroom have suitable indoor floor space and outdoor space, suitable for all children.

Please see further information regarding evacuation and evacuation procedures in the whole school health and safety policy.

Risk Assessment

See EYFS risk assessment.

The risk assessment will be regularly reviewed to ensure current DFE guidance is adhered to.

Administering Medicines

Any oral medications must be given to the main school office and signed in, the adult administering the medicine must use the form to sign and date the medication given. The medicine must be prescribed to the child and clearly labelled with their name.

Creams for eczema can be applied to a prescribed child. Numbing cream (for a child who requires a blood test) can also be applied to the prescribed child.

Prescribed inhalers are kept in school and administered when the child requires them. Parents must fill in an asthma plan for school use. Any child that has an allergy will have a plan in place **See the Supporting Pupils with Medical Conditions and (Administering Medicine) Policy.**

See separate policy around managing illness and contact with COVID-19.

British Values

At Pikes Lane Primary School, we uphold and teach pupils about British Values which are defined as:

Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social and Emotional

Development, and Understanding the World. We also teach British Values through planning and delivering a broad and balanced curriculum.

We take opportunities to actively promote British Values through whole school assemblies and through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values in every area of learning.