**Admissions**

**Policy statement**

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

**Procedures**

* We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
* We ensure that information about our setting is accessible, in written and spoken form and, if possible, in more than one language. Where necessary, we will provide translated written materials where language needs of families suggest this is required.
* We arrange our waiting list on a first come first served basis, however only 8 of the children in session can be under 3 years old.
* We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
* We describe our setting and its practices in terms that make it clear that it welcomes both, fathers and mothers, other relations and other carers, including childminders.
* We describe our setting and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion and ethnicity or from English being a newly acquired additional language.
* We describe our setting and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the setting.
* We make our Valuing Diversity and Promoting Equality Policy widely known.
* We respect that all children are individuals and develop in different ways. We reserve the right to use our professional judgement to inform parents if children are not settling at pre-school or advice if a delayed entry would be more appropriate. This will be done in consultation with the parents.
* We consult with families about the opening times of the setting to ensure we accommodate a broad range of family need.
* We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
* On admission parents are asked for a £30.00 registration fee. This will include a St John’s pre-school book bag and t-shirt.

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| This policy was adopted at a meeting of |  | name of setting |
| Held on |  | (date) |
| Date to be reviewed |  | (date) |
| Signed on behalf of the management committee |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair/owner) |  | |

**Other useful Pre-school Learning Alliance publications**

* Seasonal Hello Posters (2006)

**Children’s rights and entitlements**

**Policy statement**

* We promote children's right to be *strong, resilient and listened to* by creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
* We promote children's right to be *strong, resilient and listened to* by encouraging children to develop a sense of autonomy and independence.
* We promote children's right to be *strong, resilient and listened to* by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
* We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
* We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

**What it means to promote children’s rights and entitlements to be ‘*strong, resilient and listened to’.***

To be strong means to be:

* secure in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
* safe and valued as individuals in their families and in relationships beyond the family, such as day care or school;
* self-assured and form a positive sense of themselves – including all aspects of their identity and heritage;
* included equally and belong in early years settings and in community life;
* confident in abilities and proud of their achievements;
* progressing optimally in all aspects of their development and learning;
* to be part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
* to participate and be able to represent themselves in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

To be resilient means to:

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

To be listened to means:

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

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**Safeguarding children and child protection**

**Policy statement**

Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our Safeguarding Policy is based on the three key commitments of the Pre-school Learning Alliance Safeguarding Children Policy.

**Procedures**

We carry out the following procedures to ensure we meet the three key commitments of the Alliance Safeguarding Children Policy.

*Key commitment 1*

We are committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of our service delivery.

* Group provision: Our designated person Laura Randall who co-ordinates child protection issues is, and is always available:
* Our designated officer (a member of the management team) who oversees this work is:

Marlis Juerging with support from Tracey Beal in her absence.

* We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
* All staff have an up-to-date knowledge of safeguarding issues, are alert to the signs and symptoms of abuse, and understand their professional duty to ensure safeguarding concerns are reported to the local authority children’s social work team or the NSPCC.
* All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
* All staff understand their responsibilities under the General Data Protection Regulations and the circumstances under which they may share information about you and your child with other agencies.
* Adequate and appropriate staffing resources are provided to meet the needs of children.
* Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
* Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
* Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
* Enhanced criminal records and barred lists checks are carried out on anyone living or working on the premises.
* Volunteers do not work unsupervised.
* Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
* the criminal records disclosure reference number;
* the date the disclosure was obtained; and
* details of who obtained it.
* All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
* All staff and volunteers are required to notify us if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, court orders, reprimands and warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision (see above questions), or have had orders made in relation to care of their children.
* We notify the Disclosure and Barring Service of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
* Procedures are in place to record the details of visitors to the setting.
* Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
* Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.
* Any personal information is held securely and in line with data protection requirements and guidance from the ICO
* We keep a written record of all complaints and concerns including details of how they were responded to.
* We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
* The designated officer will support the designated person to undertake their role adequately and offer advice, guidance, supervision and support.
* The designated person will inform the designated officer at the first opportunity of every significant safeguarding concern, however this should not delay any referrals being made to the children’s social worker services, the LADO, Ofsted or RIDDOR.

*Key commitment 2*

We are committed to responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you’re worried a child is being abused' (HMG 2015).

*Responding to suspicions of abuse*

* We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
* When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
* significant changes in their behaviour;
* deterioration in their general well-being;
* their comments which may give cause for concern, or the things they say (direct or indirect
* disclosure);
* changes in their appearance, their behaviour, or their play;
* unexplained bruising, marks or signs of possible abuse or neglect; and
* any reason to suspect neglect or abuse outside the setting.
* We consider factors affecting parental capacity and risk, such as social exclusion, domestic violence, parent’s drug or alcohol abuse, mental or physical illness or parent’s learning disability.
* We are aware of other factors that affect children’s vulnerability such as, abuse of disabled children; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, such as through internet abuse; and Female Genital Mutilation and radicalisation; that may affect, or may have affected, children and young people using our provision.
* We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
* Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection concerns and follow the LSCB procedures.
* Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the 'designated person'. The information is stored in a safe guarding file in a locked filing cabinet. .
* In the event that a staff member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral they must follow escalation procedures.
* We refer concerns to the local authority children’s social care department and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children Board.
* We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
* We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person’s refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
* We have a whistle blowing policy in place.

*Recording suspicions of abuse and disclosures*

* Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
* listens to the child, offers reassurance and gives assurance that she or he will take action;
* does not question the child;
* makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.
* These records are signed and dated and kept in the child's personal file, which is kept securely and confidentially.
* The member of staff acting as the 'designated person' is informed of the issue at the earliest opportunity, and within 1 working day.
* Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

*Making a referral to the local authority children's social care team*

* The Pre-school Learning Alliance's publication Safeguarding Children contains procedures for making a referral to the local children's social care team, as well as a template form for recording concerns and making a referral.
* We keep a copy of this document alongside the procedures for recording and reporting set down by our Local Safeguarding Children Board, which we follow where local procedures differ from those of the Pre-school Learning Alliance.

*Escalation process*

* If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the LSCB escalation process.
* We will ensure that staff are aware of how to escalate concerns.

*Informing parents*

* Parents are normally the first point of contact. Concerns are discussed with parents to gain their view of events, unless it is felt that this may put the child in greater danger.
* Parents are informed when we make a record of concerns in their child’s file and that we also make a note of any discussion we have with them regarding a concern.
* If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed in greater danger.
* This will usually be the case where the parent is the likely abuser
* If there is a possibility that advising a parent beforehand may place a child at greater risk the designated person should seek advice from children’s social work services, about whether or not to advise parents beforehand, and should record and follow the advice given.

*Liaison with other agencies*

* We work within the Local Safeguarding Children Board guidelines.
* The current version of 'What to do if you’re worried a child is being abused' available for parents and staff and all staff are familiar with what they need to do if they have concerns.
* We have procedures for contacting the local authority regarding child protection issues,including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.
* We notify Ofsted of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
* Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

*Allegations against staff*

* We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
* We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:
* inappropriate sexual comments;
* excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
* We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
* We ensure that all staff or volunteer know how to raise concerns about a member of staff or volunteer within the setting. We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with my/our response
* We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
* We refer any such complaint immediately to the Local Authority Designated Officer (LADO) to investigate:

|  |  |
| --- | --- |
| *Debi Miles* 01635 503153 / 01635 503090 | *(name and phone number)* |

* We also report any such alleged incident to Ofsted, as well as what measures we have taken. We are aware that it is an offence not to do this.
* We co-operate entirely with any investigation carried out by children’s social care in conjunction with the police.
* Where the management team and children’s social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families throughout the process.

*Disciplinary action*

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring Service of relevant information, so that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups.

*Key commitment 3*

We are committed to promoting awareness of child abuse issues throughout our training and learning programmes for adults. We are also committed to empowering young children, through our early childhood curriculum, promoting their right to be strong, resilient and listened to.

*Training*

* Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
* Designated persons receive training in accordance with that recommended by the Local Safeguarding Children Board.
* We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.

*Planning*

* The layout of the rooms allows for constant supervision. [No child is left alone with staff or volunteers in a one-to-one situation without being visible to others.]

*Curriculum*

* We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.
* We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
* We ensure that this is carried out in a way that is developmentally appropriate for the children.

*Confidentiality*

* All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board.

*Support to families*

* We believe in building trusting and supportive relationships with families, staff and volunteers.
* We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children’s social care team.
* We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
* We follow the Child Protection Plan as set by the child’s social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
* Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

**Legal framework**

*Primary legislation*

* Children Act (1989 s47)
* Protection of Children Act (1999)
* Data Protection Act (1998)
* The Children Act (Every Child Matters) (2004)
* Safeguarding Vulnerable Groups Act (2006)
* Childcare Act 2006

*Secondary legislation*

* Sexual Offences Act (2003)
* Criminal Justice and Court Services Act (2000)
* Equalities Act (2010)
* General Data Protection Regulations (GDPR) (2018)
* Childcare (Disqualification) Regulations 2009
* Children and Families Act 2014
* Serious Crime Act 2015

**Further guidance**

* Working Together to Safeguard Children (2015)
* What to do if you’re Worried a Child is Being Abused (DfE 2015))
* Framework for the Assessment of Children in Need and their Families (DoH 2000)
* The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
* Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
* Information Sharing: Guidance for Practitioners providing Safeguarding Services (DfE 2015)
* Disclosure and Barring Service: [www.gov.uk/disclosure-barring-service-check](http://www.gov.uk/disclosure-barring-service-check)
* Keeping Children Safe in Education (2015)

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| This policy was adopted by |  | *(name of provider)* |
| On |  | *(date)* |
| Date to be reviewed |  | *(date)* |
| Signed on behalf of the provider |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

**Other useful Pre-school Learning Alliance publications**

* Safeguarding Children (2013)
* Safeguarding through Effective Supervision (2013)

**Looked after children**

**Policy statement**

Early years settings are committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our provision are committed to doing all they can to enable ‘looked after’ children in their care to achieve and reach their full potential.

Children become ‘looked after’ if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living in foster homes, but a smaller number may be in a children’s home, living with a relative or even placed back home with their natural parent(s).

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child’s separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being.

We place emphasis on promoting *children’s right to be strong, resilient and listened to.* Our policy and practice guidelines for looked after children are based on these two important concepts, *attachment and resilience.* The basis of this is to promote secure attachments in children’s lives as the basis for resilience. These aspects of well-being underpin the child’s responsiveness *to* learning and are the basis in developing positive dispositions *for* learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

*Principles*

* The term ‘looked after child’ denotes a child’s current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
* We do not offer placements for babies and children under two years who are in care; we suggest other services to enable a child to play and engage with other children where their carer stays with the child.
* We offer places to two-year-old children in exceptional circumstances who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer and where the placement in the setting will last a minimum of three months.
* We offer places for funded two, three and four-year-olds who are in care to ensure they receive their entitlement to early education.
* Where a child who normally attends our setting is taken into care and is cared for by a local foster carer we will continue to offer the placement for the child.
* **Procedures**
* The designated person for looked after children is the designated child protection co-ordinator.
* Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child’s needs.
* The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensures appropriate information is gained and shared.
* The setting recognises the role of the local authority social care department as the child’s ‘corporate parent’ and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent’s or foster carer’s role in relation to the setting without prior discussion and agreement with the child’s social worker.
* At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child’s learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
* The care plan needs to consider such issues for the child as:
* the child’s emotional needs and how they are to be met;
* how any emotional issues and problems that affect behaviour are to be managed;
* the child’s sense of self, culture, language(s) and identity – and how this is to be supported;
* the child’s need for sociability and friendship;
* the child’s interests and abilities and possible learning journey pathway; and
* how any special needs will be supported.
* In addition the care plan will also consider:
* how information will be shared with the foster carer and local authority (as the ‘corporate parent’) as well as what information is shared with whom and how it will be recorded and stored;
* what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the setting, when, where and what form the contact will take will be discussed and agreed;
* what written reporting is required;
* wherever possible, and where the plan is for the child’s return home, the birth parent(s) should be involved in planning; and
* with the social worker’s agreement, and as part of the plan, the birth parent(s) should be involved in the setting’s activities that include parents, such as outings and fun-days, alongside the foster carer.
* The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the ‘proximity’ stage is followed until it is visible that the child has formed a relationship with his or her key person sufficient to act as a ‘secure base’ to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
* In the first two weeks after settling-in, the child’s well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
* Further observations about communication, interests and abilities will be noted to firm a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
* Concerns about the child will be noted in the child’s file and discussed with the foster carer.
* If the concerns are about the foster carer’s treatment of the child, or if abuse is suspected, these are recorded in the child’s file and reported to the child’s social care worker according to the setting’s safeguarding children procedure.
* Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
* Transition to school will be handled sensitively and the designated person and or the child’s key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child’s birth parents.

**Further guidance**

* Guidance on the Education of Children and Young People in Public Care (DfEE 2000)
* Who Does What: How Social Workers and Carers can Support the Education of Looked After Children (DfES 2005)
* Supporting Looked After Learners - A Practical Guide for School Governors (DfES 2006)

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| Name of signatory |  | |
| Role of signatory (e.g. chair/owner) |  | |

**Uncollected child**

**Policy statement**

In the event that a child is not collected by an authorised adult at the end of a session/day, we put into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. The child will receive a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

**Procedures**

* Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:
* Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
* Place of work, address and telephone number (if applicable).
* Mobile telephone number (if applicable).
* Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
* Who has parental responsibility for the child.
* Information about any person who does not have legal access to the child.
* On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
* On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.
* Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.
* We inform parents that we apply our child protection procedures in the event that their children are not collected from setting by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.
* If a child is not collected at the end of the session/day, we follow the following procedures:
* The child’s file is checked for any information about changes to the normal collection routines.
* If no information is available, parents/carers are contacted at home or at work.
* If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting – and whose telephone numbers are recorded on the Registration Form – are contacted.
* All reasonable attempts are made to contact the parents or nominated carers.
* The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
* If no-one collects the child after the setting has closed and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
* We contact our local authority children’s social care team:

|  |  |
| --- | --- |
| 01635 503090 | (telephone number) |

Out of hours duty officer:

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| 01344 786543 | (telephone number) |

* The child stays at setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
* Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
* Under no circumstances will staff go to look for the parent, nor do they take the child home with them.
* A full written report of the incident is recorded in the child’s file.
* Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
* Ofsted may be informed:

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| 0300 123 1231 | (telephone number) |

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**Other useful Pre-school Learning Alliance publications**

* Safeguarding Children (2010)

**Missing child**

**Policy statement**

Children’s safety is maintained as the highest priority at all times, both on and off premises. Every attempt is made through carrying out the outings procedure and the exit/entrance procedure to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed.

**Procedures**

*Child going missing on the premises*

* As soon as it is noticed that a child is missing the key person/staff alerts the manager/Deputy.
* The manager calls the police and reports the child as missing and then calls the parent.
* The setting leader will carry out a thorough search of the building and garden.
* The register is checked to make sure no other child has also gone astray.
* Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
* The setting leader talks to the staff to find out when and where the child was last seen and records this.
* The setting leader contacts the chairperson and reports the incident. The chairperson comes to the setting immediately to carry out an investigation, with the management committee where applicable.

*Child going missing on an outing*

This describes what to do when staff have taken a small group on an outing, leaving the setting leader and/or other staff back in the setting. If the setting leader has accompanied children on the outing, the procedures are adjusted accordingly.

What to do when a child goes missing from a whole setting outing may be a little different, as parents usually attend and are responsible for their own child.

* As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
* The setting leader or manager is contacted immediately (if not on the outing) and the incident recorded.
* The setting leader contacts the police and reports the child as missing.
* The setting leader contacts the parent, who makes their way to the setting.
* Staff take the remaining children back to the setting.
* In an indoor venue, the staff contact the venue’s security who will handle the search and contact the police if the child is not found.
* The setting leader contacts the chairperson and reports the incident. The chairperson comes to the setting immediately to carry out an investigation, with the management committee where applicable.
* The setting leader or a member of staff may be advised by the police to stay at the venue until they arrive.

*The investigation*

* Staff keep calm and do not let the other children become anxious or worried.
* The setting leader together with the chairperson or representative from the management committee or owner, speaks with the parent(s).
* The chairperson and management committee or owner, carry out a full investigation taking written statements from all the staff in the room or who were on the outing.
* The key person/staff member writes an incident report detailing:
* The date and time of the report.
* What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
* When the child was last seen in the group/outing.
* What has taken place in the group or outing since the child went missing.
* The time it is estimated that the child went missing.
* A conclusion is drawn as to how the breach of security happened.
* If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children’s social care may be involved if it seems likely that there is a child protection issue to address.
* The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
* In the event of disciplinary action needing to be taken, Ofsted is informed.
* The insurance provider is informed.

*Managing people*

* Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
* The staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
* Staff may be the understandable target of parental anger and they may be afraid. Setting leaders need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
* The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the setting leader. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the setting leader and the other should be the chairperson of the management committee or representative, or the proprietor. No matter how understandable the parent’s anger may be, aggression or threats against staff are not tolerated, and the police should be called.
* The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children’s questions honestly but also reassure them.
* In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The chairperson or proprietor will use their discretion to decide what action to take.
* Staff must not discuss any missing child incident with the press without taking advice.

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**Use of mobile phones and cameras**

**Policy statement**

We take steps to ensure that there are effective procedures in place to protect children, young people, and vulnerable adults from the unacceptable use of mobile phones and cameras in the setting.

**Procedures**

**Personal Mobile Phones**

* Personal mobile phones belonging to members of staff are not used in the presence of children during working hours.
* At the beginning of each individual’s shift, personal mobile phones are stored in the staff cupboard along with their personal belongings.
* In the event of an emergency, personal mobile phones may be used in the privacy of the office with permission from the manager.
* Members of staff ensure that the telephone number of the setting is known to immediate family and other people who need to contact them in an emergency.
* If members of staff take their own mobile phones on outings, for use in the case of an emergency, they must not make or receive personal calls.
* Members of staff will not use their personal mobile phones for taking photographs of children on outings.
* Parents and visitors are requested not to use their mobile phones whilst on the premises. There is an exception if a visitor’s company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space in the office where they can use their mobile phone where there are no children present.

**Cameras and videos**

* Members of staff must not bring their own cameras or video recorders into the setting.
* Photographs and recordings of children are only taken for valid reasons, i.e. to record their learning and development, for displays within the setting or to promote the setting.
* Photographs or recordings of children are only taken on equipment belonging to the setting.
* Camera and video use is monitored by the setting manager
* Where parents request permission to photograph or record their own children at special events, permission will first be gained from all parents for their children to be included.
* Photographs and recordings of children are only taken of children if there is written permission to do so (found on the individual child’s registration form)

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**Employment**

(Including suitability, contingency plans, training and development)

**Policy statement**

We meet the Safeguarding and Welfare requirements of the Early Years Foundation Stage ensuring that our staff are appropriately qualified and we carry out checks for criminal and other records through the Criminal Records Bureau in accordance with statutory requirements.

**Procedures**

*Vetting and staff selection*

* We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
* All staff have job descriptions which set out their staff roles and responsibilities.
* We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
* We use Ofsted guidance on obtaining references and enhanced criminal record checks through the Criminal Records Bureau for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.
* We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check.
* Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before or at any time during their employment with us.

*Disqualification*

* Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person’s employment with us will be terminated.

*Changes to staff*

* We inform Ofsted of any changes in the person responsible for our setting.

*Training and staff development*

* Our setting leader holds a BA hons degree in Children’s development and learning and at least half of our staff holds the CACHE Level 3 Certificate in early years or an equivalent or higher qualification.
* We provide regular in-service training to all staff - whether paid staff or volunteers - through West Berkshire training and external agencies.
* Our setting budget allocates resources to training.
* We provide staff induction training and individual support initially during the first 3 months of employment and extending to supervision support for the further 6 months of the probation period. This induction includes our Health and Safety Policy and Safeguarding Children, Child Protection, and British Values Policies. Other policies and procedures will be introduced within an induction plan.
* We support the work of our staff by holding regular supervision meetings and appraisals.
* We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

*Staff taking medication/other substances*

* If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
* Staff/volunteers should not take any medication in view of the children (unless in emergency situations).
* Staff/volunteers should dispose of empty medication cases or bottles at home and not in pre-school bins.

Long term medication

* Staff are required to inform the manager if they are on any long-term medication. If medication is required to be in pre-school, a long term medication form and action plan must be completed. This medication and the forms should be kept alongside the children’s long term medication (in cupboard above office cupboard).

Short term medication

* Staff are required to inform the manager if they bring medication into pre-school, this includes medication that can be purchased ‘of the shelf’ ( Paracetamol, lemsip etc). Medication of this sort should be kept in staff cupboard in the office area.
* If we have reason to believe that a member of staff is under the influence of alcohol or any other substance that may affect their ability to care for children they will not be allowed to work directly with the children and further action will be taken.

*Managing staff absences and contingency plans for emergencies*

* Our staff take their holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the manager with sufficient notice.
* Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
* Sick leave is monitored and action is taken where necessary in accordance with their contract of employment.
* We have contingency plans to cover staff absences, as follows:

Part time staff would be asked to cover additional hours and the Manager who is part time supernumerary would cover in ratios.

In severe cases the setting would be closed if insufficient staff were available to work to cover the adult to child ratio.

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**Other useful Pre-school Learning Alliance publications**

* Employee Handbook (2012)
* Recruiting and Managing Employees (2011)

**Student placements**

**Policy statement**

Our setting recognises that qualifications and training make an important contribution to the quality of the care and education provided by early years providers. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training..

We aim to provide for students on placement with us, experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

**Procedures**

* We require students on qualification courses to meet the 'suitable people' requirements of Ofsted and have CRB checks carried out.
* We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care.
* We require schools placing students under the age of 17 years with the setting to vouch for their good character.
* We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
* Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.
* Trainee staff employed by the setting and students over the age of 17 may be included in the ratios if they are deemed competent and responsible.
* We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
* We require students to keep to our confidentiality policy.
* We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
* We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
* We communicate a positive message to students about the value of qualifications and training.
* We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
* We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

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**Induction of staff, volunteers and managers**

**Policy statement**

We provide an induction for all staff, volunteers and managers in order to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

**Procedures**

* We have a bullet point induction plan for all new staff, which includes the following:
* Introductions to all staff and volunteers, including management committee members.
* Familiarising with the building, health and safety, fire and evacuation procedures.
* Safe guarding, Child protection, Equal opportunities, British Values including looking for signs of Radicalisation, whistle blowing and confidentiality are discussed and polices sign posted.
* Sign posted to our policies and procedures and given a time line to ensure they are read and understood in a timely manner.
* Introduction to parents, especially parents of allocated key children where appropriate.
* Familiarising them with confidential information where applicable in relation to any key children.
* Details of the tasks and daily routines to be completed.
* The induction period initially lasts for 3 months, however can be extended to the full 6 months of the employee probation period (depending on support required). Staff supervisions replace the last 3 months of the probation period. The manager inducts new staff and volunteers. The chairperson or senior manager inducts new managers.
* During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
* Successful completion of the induction forms part of the probationary period.

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**Other useful Pre-school Learning Alliance publications**

* Employee Handbook (2012)
* Recruiting and Managing Employees (2011)

**The role of the key person and settling-in**

**Policy statement**

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, our staff are committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make our setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

**Procedures**

* We allocate a key person before the child starts.
* [The key person is responsible for:
* Providing an induction for the family and for settling the child into our setting.
* Offering unconditional regard for the child and being non-judgemental.
* Working with the parents to plan and deliver a personalised plan for the child’s well-being, care and learning.
* Acting as the key contact for the parents.
* Developmental records and for sharing information on a regular basis with the child’s parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
* Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child’s development with those carers.
* Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.
* We promote the role of the key person as the child’s primary carer in our setting, and as the basis for establishing relationships with other adults and children.

*Settling-in*

* Before a child starts to attend our setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies (online), displays about activities available within the setting, information days and evenings and individual meetings with parents.
* During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
* The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
* Where possible we offer a home visit by the person who will be the child's key person to ensure all relevant information about the child can be made known.
* We use pre-start visits and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records.
* When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
* Younger children may take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re- settle them.
* We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
* When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
* We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will to stay for at least the first week, or possibly longer, until their child can stay happily without them.
* We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
* We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
* Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.

*The progress check at age two*

* The key person carries out the progress check at age two in accordance with any local procedures that are in place.
* The progress check aims to review the child’s development and ensures that parents have a clear picture of their child’s development.
* Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
* The progress check will describe the actions that will be taken by us to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
* The key person will plan activities to meet the child’s needs within the setting and will support parents to understand the child’s needs in order to enhance their development at home.

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**Other useful Pre-school Learning Alliance publications**

* Play is What I Do (2010)
* Statutory Framework for the Early Years Foundation Stage: With non-statutory supporting documentation (2014)

**Safeguarding and Welfare Requirement: Staff Qualifications, Training, Support and Skills**

At least one person who has a current paediatric first aid certificate must be on the premises and available at all times when children are present, and must accompany children on outings.

**Health**

Providers must ensure there is a first aid box accessible at all times with appropriate content for use with children. Providers must keep a written record of accidents or injuries and first aid treatment.

**First aid**

**Policy statement**

We are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least one adult with a current first aid certificate is on the premises, or on an outing, at any one time. Newly qualified staff who achieved an early years qualification at level 2 or 3 on or after 30 June 2016 also have a paediatric first aid certificate in order to be counted in the adult:child ratios. The first aid qualification includes first aid training for infants and young children. We have evidence of due diligence when choosing first aid training and ensure that it is relevant to adults caring for young children.

**Procedures**

*The first aid kit*

Our first aid kit is accessible at all times and contains the following items [please adjust the list to include anything else which is deemed necessary]:

* Triangular bandages (ideally at least one should be sterile) x 4.
* Sterile dressings:
* Small x 3.
* Medium x 3.
* Large x 3.
* Composite pack containing 20 assorted (individually-wrapped) plasters x 1.
* Sterile eye pads (with bandage or attachment) e.g. No 16 dressing x 2.
* Container of 6 safety pins x 1.
* Guidance card as recommended by HSE x 1.

In addition, the following equipment is kept near to the first aid box:

* 2 pairs of disposable plastic (PVC or vinyl) gloves.
* 1 plastic disposable apron.
* A children’s forehead ‘strip’ thermometer.
* A supply of ice is kept in the freezer.
* Information about who has completed first aid training and the location of the first aid box is provided to all our staff and volunteers.
* The first aid box is easily accessible to adults and is kept out of the reach of children.
* There is a named person in the setting who is responsible for checking and replenishing the first aid box contents/I regularly check and replenish the first aid box contents.
* Medication is only administered in line with our Administering Medicines policy.
* In the case of minor injury or accidents, [first aid treatment is given by a qualified first aider/I will administer first aid].
* In the event of minor injuries or accidents, we normally inform parents when they collect their child, unless the child is unduly upset or we have concerns about the injury. In which case we will contact the child’s parents for clarification of what they would like to do, i.e. whether they wish to collect the child and/or take them to their own GP.
* An ambulance is called for children requiring emergency treatment. We contact parents immediately and inform them of what has happened and where their child has been taken.
* Parents sign a consent form at registration allowing a member of staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that they have been informed and are on their way to the hospital.
* Accidents and injuries are recorded in an accident form and, where applicable, notified to the Health and Safety Executive, Ofsted and/or local child protection agencies in line with our Recording and Reporting of Accident and Incidents Policy.

**Legal framework**

* Health and Safety (First Aid) Regulations (1981)

**Further guidance**

* First Aid at Work: Your questions answered (HSE Revised 2009)
* Basic Advice on First Aid at Work (HSE Revised 2008)
* Guidance on First Aid for Schools (DfEE)

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**Other useful Pre-school Learning Alliance publications**

* First Aid Management Record (2016)
* Medication Administration Record (2015)

**Staffing**

**Policy statement**

We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for criminal and other records through the Criminal Records Bureau in accordance with statutory requirements.

**Procedures**

To meet this aim we use the following ratios of adult to children:

* Children aged two years: 1 adult : 4 children:
* at least one member of staff holds a full and relevant level 3 qualification; and
* at least half of all other staff hold a full and relevant level 2 qualification.
* Children aged three years and over: 1 adult : 8 children:
* at least one member of staff holds a full and relevant level 3 qualification; and
* at least half of all other staff hold a full and relevant level 2 qualification.
* A minimum of two staff/adults are on duty at any one time.
* Each child is assigned a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.
* We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

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**Capability Policy**

**Introduction**

This policy should be used when an employee's performance has been identified as falling below an acceptable level. Its purpose is to provide a framework for resolving the issue, ideally through the improvement of the employee's performance. As a last resort, the policy specifies the circumstances in which the employee may be redeployed to more suitable work or dismissed on the ground of capability.

Before this procedure is engaged, the employee should receive feedback from his/her manager setting out the concerns about his/her performance. Informal discussions should already have taken place between the employee and his/her manager about how his/her performance can be improved. This procedure is designed to be used when such informal discussions do not lead to the employee improving his/her performance to an acceptable level.

Where an employee's poor performance is believed to be the result of deliberate negligence, or where serious errors have been made by him/her to the detriment of the the pre-school, the the pre-school may decide to use its disciplinary procedure instead.

A written record of all meetings conducted under this procedure will be made, either by the person holding the meeting or by an additional person arranged by the pre-school to take notes.

**Stage 1**

The employee's manager will inform him/her of the nature of the problem and confirm this in writing. Matters may be discussed as part of regular meetings or at a designated meeting to discuss concerns regarding his/her performance. The meeting will be conducted by the employee's manager.

Following discussion of the problem, the manager may choose to:

* take no further action;
* refer the matter for investigation under the disciplinary procedure; or
* issue guidance to the employee on what he/she needs to do to improve his/her performance.

**Stage 2**

Where stage 1 does not lead to a satisfactory improvement in the employee's performance, the employee will be invited to a performance review meeting.

The purpose of a performance review meeting is to discuss the employee's performance and decide what measures should be taken, with a view to securing the required improvement in the employee's performance. The meeting will be conducted by the employee's manager. Where it is considered appropriate by the pre-school, a member of the HR department or Committee may also be present.

The employee will be given an opportunity to respond to any criticisms of his/her performance and to put forward any explanation he/she may have for the matters identified by the manager as amounting to poor performance.

The outcome of the meeting may be:

* a decision to take no further action;
* a decision to refer the matter for investigation under the disciplinary procedure; or
* the implementation of a performance improvement programme, designed to bring the employee's performance up to an acceptable level.

*Performance improvement programme*

A performance improvement programme is a series of measures designed to help improve the employee's performance. Each measure will ideally be agreed with the employee, although the pre-school reserves the right to insist on any aspect of the performance improvement programme in the absence of such agreement.

Each programme will be tailored to the particular situation, but will contain the following elements:

*Timescale*

The overall timescale in which the necessary improvement must be achieved will be set out, together with the timescale for reaching individual milestones where appropriate.

*Targets*

The performance improvement programme will specify the particular areas in which improved performance is needed and set out how, and on what criteria, the employee's performance will be assessed. Where appropriate, specific targets will be set that will need to be achieved either by the end of the programme or at identifiable stages within it.

*Measures*

The performance improvement programme will specify what measures will be taken by the pre-school to support the employee in improving his/her performance. Such measures may include: training; additional supervision; the reallocation of other duties; or the provision of additional support from colleagues.

*Feedback*

As part of the performance improvement programme, the employee will be given regular feedback from his/her line manager indicating the extent to which the employee is on track to deliver the improvements set out in the programme.

If, at any stage, the pre-school feels that the performance improvement programme is not progressing in a satisfactory way, a further meeting may be held with the employee to discuss the issue. As a result of such a meeting, the employer may amend or extend any part of the programme.

*Review*

At the end of the performance improvement programme, the employee's performance will be reviewed. If satisfactory progress has been made, the employee will be notified of this fact in writing. However, if the manager feels that progress has been insufficient, he/she may decide to extend and/or amend the performance improvement programme to such extent as the manager considers appropriate. Alternatively, he/she may decide to refer the matter to a meeting under stage 3 of this procedure.

*Ongoing review*

Following the successful completion of a performance improvement programme, the employee's performance will continue to be monitored. If, at any stage during the following 12 months, the employee's performance again starts to fall short of an acceptable standard, his/her line manager may decide to initiate stage 3 of this procedure.

**Stage 3**

If the performance improvement programme has not led to sufficient improvement in the employee's performance, the employee will be invited to attend a formal performance management hearing. The invitation will set out the respects in which the employee's manager believes that the employee's performance still falls short of an acceptable standard.

The hearing will be conducted by the pre-school manager and a member of the HR department/Committee. The employee will be entitled to be accompanied by a fellow employee or a trade union official.

At the hearing, the employee will be given an opportunity to respond to any criticism of his/her performance and to make representations about any aspect of the way in which the process has been managed.

The outcome of the meeting may be a decision to:

* take no further action;
* refer the matter for investigation under the disciplinary procedure;
* institute another performance improvement programme; or
* issue a formal warning to the employee.

A formal warning will be issued if the hearing concludes that reasonable steps have been taken by the pre-school that should have allowed the employee to perform to an acceptable standard, but that these measures have not worked. The warning will explain the nature of the improvement that is required in the employee's performance and state that the improvement must be immediate and sustained. It will also explain that, if the necessary improvement does not take place, the employee may be dismissed.

The warning will remain current for a period of 12 months, after which it will cease to have effect.

Where an employee is issued with a formal warning in accordance with this procedure, he/she will have a right of appeal.

**Stage 4**

If an employee has been issued with a warning under stage 3 that remains live and the employee's manager believes that his/her performance is still not acceptable, the matter may be referred to a performance dismissal hearing.

The employee will be informed in writing of the grounds on which the hearing is being convened. In particular, he/she will be told of the respects in which his/her performance remains below an acceptable level.

The hearing will be conducted by Chair of the Committee accompanied by a member of the HR/Committee). The employee will be entitled to be accompanied by a fellow employee or trade union official.

At the meeting, the employee will have the opportunity to respond to any criticisms made of his/her performance and make representations about how the situation should be treated.

The outcome of the meeting may be:

* a decision to take no further action;
* the issuing of another performance management warning;
* an offer to redeploy the employee to alternative work; or
* a decision to dismiss the employee.

Any offer to redeploy the employee will be entirely at the pre-school's discretion. Such an offer will be made only where the pre-school is confident that the employee will be able to perform well in the redeployed role. It will normally be offered only as an alternative to dismissal in circumstances in which the pre-school is satisfied that the employee should no longer be allowed to continue to work in his/her current role. While the employee is free to refuse any offer of redeployment, the only alternative available will usually be dismissal.

If the pre-school believes that there is no alternative role available and suitable for the employee, but that he/she has not met an acceptable standard of performance, the pre-school may decide to dismiss. Any dismissal will be with full notice or payment in lieu of notice. The decision to dismiss together with the reasons for dismissal will be set out in writing and sent to the employee.

Where an employee is dismissed in accordance with this procedure, he/she will have a right of appeal.

**Appeal**

An employee has a right of appeal against a sanction issued under stages 3 or 4 of this procedure. A request for an appeal should be sent in writing to the Chair of the Committee and set out the grounds on which the employee believes that the decision was flawed or unfair. The request should be sent within seven days of the employee receiving written confirmation of the sanction imposed on him/her by the pre-school.

An appeal hearing will be convened to consider the matter. It will be chaired by another member of the committee together with the HR/Committee member. The employee will be entitled to be accompanied by a fellow employee or a trade union official.

At the hearing, the decision to impose the sanction will be reviewed and the employee will be entitled to make representations about the appropriateness of that decision.

The result of the hearing will be either to confirm the sanction, or substitute any outcome that was available to the panel conducting the hearing at which the sanction was imposed on the employee.

The outcome of the appeal will be confirmed to the employee in writing, explaining the grounds on which the decision was reached. The outcome of the appeal will be final.

Policy in place:

Review date:

Reviewed by: Marlis Juerging

**Administering medicines**

**Policy statement**

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness.

In many cases, it is possible for children’s GP’s to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child’s health if not given in the setting.

The key person is responsible for the correct administration of medication to children for whom they are the key person whilst a member of the management team oversees this. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, the manager is responsible for the overseeing of administering medication.

**Procedures**

* Children taking prescribed medication must be well enough to attend the setting.
* Only medication prescribed by a doctor (or other medically qualified person) is administered. It must be in-date and prescribed for the current condition (medicines containing aspirin will only be given if prescribed by a doctor).
* Children’s paracetamol (un-prescribed) will not be administered at pre-school.
* Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.
* Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
* full name of child and date of birth;
* name of medication and strength;
* who prescribed it;
* dosage to be given in the setting;
* how the medication should be stored and expiry date;
* any possible side effects that may be expected should be noted; and
* signature, printed name of parent and date.
* The administration is recorded accurately each time it is given and is signed by staff. Parents sign to acknowledge the administration of a medicine. The medication records contain:
* name of child;
* name and strength of medication;
* the date and time of dose;
* dose given and method; and is
* signed by key person/manager; and is
* Verified by parent signature at the end of the day.

*Storage of medicines*

* All medication is stored safely in a cupboard or refrigerated as required. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked bag in the office cupboard
* The child’s key person is responsible for ensuring medicine is handed back at the end of the day to the parent.
* For some conditions, medication may be kept in the setting. Key persons check that any medication held to administer on a as and when required basis, or on a regular basis, is in date and returns any out-of-date medication back to the parent.

*Medication is stored in the office cupboard. The manager stores this medication once the relevant forms are completed by the parent and key person.*

* If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.
* No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

*Children who have long term medical conditions and who may require on ongoing medication*

* A risk assessment is carried out for each child with long term medical conditions that require ongoing regular medication. This is the responsibility of the manager alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment.
* Parents will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
* For some medical conditions key staff will need to have training in a basic understanding of the condition as well as how the medication is to be administered correctly. The training needs for staff is part of the risk assessment.
* The risk assessment includes vigorous activities and any other activity that may give cause for concern regarding an individual child’s health needs.
* The risk assessment includes arrangements for taking medicines on outings and the child’s GP’s advice is sought if necessary where there are concerns.
* A health care plan for the child is drawn up with the parent; outlining the key person’s role and what information must be shared with other staff who care for the child.
* The health care plan should include the measures to be taken in an emergency.
* The health care plan is reviewed every six months or more if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
* Parents receive a copy of the health care plan and each contributor, including the parent, signs it.

*Managing medicines on trips and outings*

* If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child’s needs and/or medication.
* Medication for a child is taken in a sealed plastic bag with the child’s name, name of the medication. Inside the bag is a copy of the consent form and a card to record when it has been given, with the details as given above.
* If a child on medication has to be taken to hospital, the child’s medication is taken in a sealed plastic bag clearly labelled with the child’s name, name of the medication. Inside the bag is a copy of the consent form signed by the parent.
* As a precaution, children should not eat when travelling in vehicles.
* This procedure is read alongside the outings procedure.

**Legal framework**

* The Human Medicines Regulations 2012

**Further guidance**

* Managing Medicines in Schools and Early Years Settings (DfES 2005)

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**Other useful Pre-school Learning Alliance publications**

* Medication Record (2010)
* Daily Register and Outings Record (2012)

**Managing children who are sick, infectious, or with allergies**

(Including reporting notifiable diseases)

**Policy statement**

We provide care for healthy children through preventing cross infection of viruses and bacterial infections and promote health through identifying allergies and preventing contact with the allergenic substance.

**Procedures for children who are sick or infectious**

* If children appear unwell during the day – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the manager calls the parents and asks them to collect the child, or send a known carer to collect on their behalf.
* If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts.
* Temperature is taken using an ear thermometer which is kept in the first aid box.
* In extreme cases of emergency the child should be taken to the nearest hospital and the parent informed.
* Parents are asked to take their child to the doctor before returning them to nursery; the pre-school can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
* After diarrhoea, parents are asked to keep children home for 48 hours or until a formed stool is passed.
* The setting has a list of excludable diseases and current exclusion times. The full list is obtainable from www.hpa.org.uk/webc/HPAwebFile/HPAweb\_C/1194947358374 and includes common childhood illnesses such as measles.

*Reporting of ‘notifiable diseases’*

* If a child or adult is diagnosed suffering from a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988, the GP will report this to the Health Protection Agency.
* When the setting becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and acts on any advice given by the Health Protection Agency.

*HIV/AIDS/Hepatitis procedure*

* HIV virus, like other viruses such as Hepatitis A, B and C are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.
* Single use vinyl gloves and aprons are worn when changing children’s nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
* Protective rubber gloves are used for cleaning/sluicing clothing after changing.
* Soiled clothing is rinsed and bagged for parents to collect.
* Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; cloths used are bagged and disposed of.
* Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.

*Nits and head lice*

* Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared.
* On identifying cases of head lice, all parents are informed and asked to treat their child and all the family if they are found to have head lice.

**Procedures for children with allergies**

* When parents start their children at the setting they are asked if their child suffers from any known allergies. This is recorded on the registration form.
* If a child has an allergy, a risk assessment form is completed to detail the following:
* The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).
* The nature of the allergic reactions e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
* What to do in case of allergic reactions, any medication used and how it is to be used (e.g. Epipen).
* Control measures – such as how the child can be prevented from contact with the allergen.
* Review.
* This form is kept with the child’s medication and a summary is displayed where staff can see it.
* Parents train staff in how to administer special medication in the event of an allergic reaction.
* Generally, no nuts or nut products are used within the setting.
* Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

*Insurance requirements for children with allergies and disabilities*

* The insurance will automatically include children with any disability or allergy but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions, or requiring invasive treatments; written confirmation from your insurance provider must be obtained to extend the insurance.

**At all times the administration of medication must be compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage**

*Oral medication*

Asthma inhalers are now regarded as ‘oral medication’ by insurers and so documents do not need to be forwarded to your insurance provider.

* Oral medications must be prescribed by a GP or have manufacturer’s instructions clearly written on them.
* The provider must be provided with clear written instructions on how to administer such medication.
* All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.
* The group must have the parents or guardians prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to your insurance provider.

*Life saving medication & invasive treatments*

Adrenaline injections (Epipens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy).

* The provider must have:
* a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
* written consent from the parent or guardian allowing staff to administer medication; and

Key person for special needs children - children requiring help with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.

* Prior written consent from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
* Key person to have the relevant medical training/experience, which may include those who have received appropriate instructions from parents or guardians, or who have qualifications.
* Copies of all letters relating to these children must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal (if you have another provider, please check their procedures with them). Written confirmation that the insurance has been extended will be issued by return.

If you are unsure about any aspect, contact the Pre-school Learning Alliance Insurance Department on 020 7697 2585 or email membership@pre-school.org.uk.

**Further guidance**

* Managing Medicines in Schools and Early Years Settings (DfES 2005)

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**Other useful Pre-school Learning Alliance publications**

* Good Practice in Early Years Infection Control (2009)

**Recording and reporting of accidents and incidents**

(Including procedure for reporting to HSE, RIDDOR)

**Policy statement**

We follow the guidelines of the Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are NOT regarded as incidents and there are separate procedures for this.

**Procedures**

*Our accident book:*

* is kept safely and accessibly;
* is accessible to all staff and volunteers, who know how to complete it; and
* is reviewed at least half termly to identify any potential or actual hazards.

Ofsted is notified of any food poisoning affecting two or more children looked after on our premises and any injury requiring treatment by a general practitioner or hospital doctor, or the death of a child or adult as soon as possible or at least within 14 days of the incident occurring.

Local child protection agencies are informed of any serious accident or injury to, or the death of any child while in our care and we act on any advice given by those agencies.

When there is any injury requiring general practitioner or hospital treatment to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences.

*Dealing with incidents*

We meet our legal requirements for the safety of our employees by complying with RIDDOR (the Reporting of Injury, Disease and Dangerous Occurrences Regulations). We report to the Health and Safety Executive:

* any accident to a member of staff requiring treatment by a general practitioner or hospital; and
* any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.
* Any dangerous occurrence is recorded in our incident book. See below.

Information for reporting the incident to Health and Safety Officer is detailed in the Pre-school Learning Alliance's *Accident Record* publication.

*Our incident book*

* We have ready access to telephone numbers for emergency services, including local police. We rent premises and ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies.
* We keep an incident book for recording incidents including those that that are reportable to the Health and Safety Executive as above.
* These incidents include:
* break in, burglary, theft of personal or the setting's property;
* an intruder gaining unauthorised access to the premises;
* fire, flood, gas leak or electrical failure;
* attack on member of staff or parent on the premises or nearby;
* any racist incident involving staff or family on the centre's premises;
* death of a child, and
* a terrorist attack, or threat of one.
* In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, is also recorded.
* In the unlikely event of a terrorist attack we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard *Fire Safety and Emergency Evacuation critical incident* Policy will be followed and staff will take charge of their key children. The incident is recorded when the threat is averted.
* In the unlikely event of a child dying on the premises, for example, through cot death in the case of a baby, or any other means involving an older child, the emergency services are called, and the advice of these services are followed.
* The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

**Legal framework**

* Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR 1995) (as amended)

**Further guidance**

* RIDDOR Guidance and Reporting Form

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**Other useful Pre-school Learning Alliance publications**

* Accident Record (2010)
* Reportable Incident Record (2012)

**Maintaining children’s safety and security on premises**

**Policy statement**

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

**Procedures**

*Children's personal safety*

* We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the Criminal Records Bureau.
* Adults do not normally supervise children on their own.
* All children are supervised by adults at all times.
* Whenever children are on the premises at least two adults are present.
* We carry out risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.

*Security*

* Systems are in place for the safe arrival and departure of children.
* Parents are asked to sign their child in and out of pre-school at drop off and pick up time.
* The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
* Our systems prevent unauthorised access to our premises. The following procedure applies:

**Critical incident plan**

To ensure that the children are protected whilst in the garden, one member of staff should always stand near the gate area. Padlocks should also be put on both gates.

Stranger approaching pre-school garden whilst children are outside ( and adults have cause for concern

* Staff to use code word of **Parish rooms** as an indicator that all children should be ushered inside as calmly as possible.
* Once all children are inside the door should be locked and should remain this way until given the all clear from staff dealing with incident.
* Two practitioners should remain outside and speak to stranger to ascertain their intent. Once their intent has been ascertained one adult can deal with the stranger/visitor and the other member should inform the adults inside and give the all clear.
* If the stranger is carrying a weapon and or staff have reason to believe they are dangerous, all children and staff to should be ushered into the building and 999 should be dialled.
* Children should remain in the main pre-school room away from windows and doors.
* Taking lead from the police, parents will be contacted to collect children when it is safe to do so.

Evacuation of building

* In the event of the building needing to be evacuated. Children should be lined up swiftly and calmly as they would in a fire evacuation.
* The manager will contact St Nicholas School and inform them that we require to use their hall as a base, due to an emergency evacuation.
* Once the children are lined up a head count of the children and staff will be carried out.
* Children should be ushered via the cloak room and coats should be taken.
* If the emergency exit in the main hall has to be used- 2 adults should collect all coats. One other adult should collect the high vis coats. The manager will delegate these roles as necessary.
* Children should line up along the fence in the garden and should be aided to put their coats and high vis jackets on. The manager will carry out a final check of the building and take any medication, mobile phone and emergency evacuation bag.
* Children should walk in pairs with adults along St John’s road and turn left onto link road and then onto St Nicholas School.
* Parents should be contacted on arrival at St Nicholas School and asked to collect their child.

**Temporary evacuation of Pre-school**

* In the event of the pre-school needing to be evacuated on a temporary basis. Children should be lined up swiftly and calmly as they would in a fire evacuation.
* The manager or senior management will risk assess the situation and decided on the best course of action.
* If there is a temporary evacuation required the church building and or Parish rooms can be used.
* In the event of the Parish rooms or church in use the manager should risk assess the situation to decide if the room is safe and or appropriate to use.
* If the Mother and toddler group is on, there is prior consent for the room to be used as a temporary base to keep the children safe and warm while future plans are decided.
* If the church or parish rooms are deemed unsafe at any time ‘Evacuation of building’ procedure would be followed.
* The manager or senior management will liaise with emergency services to decide when it is safe to return to pre-school.
* Parents will be informed at collection that a temporary evacuation took place.

Outdoor Play at Pre-school

In order to maintain the children’s safety and security during outdoor play sessions on pre-school premises the following procedures must be followed:

1. One member of staff sets up equipment for outside play ensuring that the main gate, back gate towards the church and the side gate to the pre-school building are secure.

2. Equipment set up should be checked for faults and suitability for weather conditions

3. Once the outside area is ready, both staff go outside and leave the door open. This is to allow children to naturally choose when to go out without feeling pressurised to do so.

4. One member of staff should check attendance number before going outside.

5. There should always be two staff members present in the outside area at all times.

6. When it is tidy up time, the main door is closed and the remaining children are asked to help tidy the outside area.

7. On completion of this, all the outside children line up and one staff member goes into the main hall to count how many children are in the inside area.

8. They then confirm this number with the staff member outside and then the numbers of inside and outside children are added to confirm the correct amount of children are in attendance.

9. It is then safe to allow all the outside children to join the inside group.

10. A staff member should make a final check that the outside area is clear and upon entering the main building the main door is chain locked.

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**Other useful Pre-school Learning Alliance publications**

* Managing Risk (2009)

**Nappy changing**

**Policy statement**

No child is excluded from participating in our provision who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

**Procedures**

* Key persons may note personalised changing times for the young children in their care who are in nappies or ‘pull-ups’.
* Key persons undertake changing young children in their key groups; back up key persons change them if the key person is absent.
* Changing areas are warm and there are safe areas to lay young children if they need to have their bottoms cleaned.
* Gloves and aprons are put on before changing starts and the areas are prepared. All staff are familiar with the hygiene procedures and carry these out when changing nappies.
* In addition, key persons ensure that nappy changing is relaxed and a time to promote independence in young children.
* Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
* They should be encouraged to wash their hands and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.
* Key persons are gentle when changing; they avoid pulling faces and making negative comments about ‘nappy contents’.
* Key persons do not make inappropriate comments about young children’s genitals when changing their nappies.
* Older children access the toilet when they have the need to and are encouraged to be independent.
* Nappies and ’pull ups’ are disposed of hygienically.
* If young children are left in wet or soiled nappies/pull ups in the setting this may constitute neglect and will be a disciplinary matter. Settings have a ‘duty of care’ towards children’s personal needs.

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**Food and drink**

**Policy statement**

Our provision regards snack and meal times as an important part of our day. Eating represents a social time for children and adults and helps children to learn about healthy eating. At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs.

**Procedures**

We follow these procedures to promote healthy eating in our setting.

* Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences, including any allergies.
* We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct.
* We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up-to-date.
* We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
* We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
* We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
* We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
* We organise snack times so that they are social occasions in which children and staff participate.
* We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
* We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
* We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
* We give parents who provide food for their children information about suitable containers for food.
* In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.

*Packed lunches*

We:

* ensure perishable contents of packed lunches contain an ice pack to keep food cool;
* inform parents of our policy on healthy eating;
* inform parents of whether we have facilities to microwave cooked food brought from home;
* encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts such as yoghurt or crème fraîche. We provide children with water.
* We do not allow packed lunch contents that consist of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort and will remove from the child’s box before lunch time.
* provide children, bringing packed lunches, cups and cutlery; and
* ensure staff sit with children to eat their lunch so that the mealtime is a social occasion.

*Food Poisoning*

* We notify Ofsted of any food poisoning affecting two or more children looked after on the premises as soon as is reasonably practicable, but in any event within 14 days of the incident.

**Legal framework**

* Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

**Further guidance**

* Safer Food, Better Business (Food Standards Agency 2008)

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| Held on |  | (date) |
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| Name of signatory |  | |
| Role of signatory (e.g. chair/owner) |  | |

**Other useful Pre-school Learning Alliance publications**

* Healthy and Active Lifestyles for the Early Years (2012)
* Nutritional Guidance for the Under Fives (2009)
* The Early Years Essential Cookbook (2009)

**Healthy Eating Policy**

* We will provide the children with healthy Snacks, free from sugar and low in salt.
* We will provide milk and water for the children to drink at snack time and water at lunch time.
* We will remove any unsuitable food from children’s lunch boxes, such as high sugar or salty food (i.e sweets, crisps, Rice cakes with Sugar and high salt content, cereal bars, fruit winders or fruit bar, cakes. Processed meats, such as sausages, salami, sausage rolls and scotch eggs)
* We will promote healthy eating and lifestyles through weekly activities such as cooking with healthy recipes, and learning about healthy lifestyle choices.
* We respect the dietary needs of religious groups, vegetarians and vegans.
* We will promote healthy eating to both children and parents, offering information about healthy snacks and lunch boxes, and the benefits of healthy eating.

Adopted:

Review date:

**Food hygiene**

(Including procedure for reporting food poisoning)

**Policy statement**

We provide and/or serve food for children on the following basis

* Snacks.
* Packed lunches.

We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food.

We are registered as a food provider with the local authority Environmental Health Department.

**Procedures**

* The person in charge and the person responsible for food preparation understands the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to their business. This is set out in *Safer Food Better Business*. The basis for this is risk assessment as is applies to the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
* All staff follow the guidelines *of Safer Food Better Business*.
* At least one person has an in-date Food Hygiene Certificate.
* The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently. (See *Safer Food Better Business.*)
* Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
* Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home.
* Food preparation areas are cleaned before use as well as after use.
* There are separate facilities for hand-washing and for washing up.
* All surfaces are clean and non-porous.
* All utensils, crockery etc are clean and stored appropriately.
* Waste food is disposed of daily.
* Cleaning materials and other dangerous materials are stored out of children's reach.
* Children do not have access to the kitchen.
* When children take part in cooking activities, they:
* are supervised at all times;
* understand the importance of hand washing and simple hygiene rules
* are kept away from hot surfaces and hot water; and
* do not have unsupervised access to electrical equipment such as blenders etc.

*Reporting of food poisoning*

* Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
* Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation.
* Any confirmed cases of food poisoning affecting two or more children looked after on the premises the setting will also be notified to Ofsted as soon as is reasonably practicable, and always within 14 days of the incident.

**Legal Framework**

* Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

**Further guidance**

* Safer Food Better Business (Food Standards Agency)

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**Supporting children with special educational needs**

**Policy statement**

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

* We have regard for the DfE Special Educational Needs Code of Practice (2014).
* We ensure our provision is inclusive to all children with special educational needs. This is set out in more detail in our Local Offer Statement
* We support parents and children with special educational needs (SEN).
* We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
* We work in partnership with parents and other agencies in meeting individual children's needs.
* We monitor and review our policy, practice and provision and, if necessary, make adjustments.

**Procedures**

* We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is

Marlis Juerging

We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.

* We ensure that our inclusive admissions practice ensures equality of access and opportunity.
* We use the graduated response system for identifying, assessing and responding to children's special educational needs.
* We work closely with parents of children with special educational needs to create and maintain a positive partnership.
* We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education and that their aspirations for their child guide our joined practice.
* We provide parents with information on sources of independent advice and support.
* We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
* We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
* We use a system of planning, implementing, monitoring, evaluating and reviewing Early Years Support and Achievement Play Plans (SAPPs) for children with special educational needs.
* We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
* We have systems in place for working with other agencies through the Common Assessment Framework (CAF) and are fully committed to contributing as and where necessary to a Education, Health and Care plan (EHC plan).
* We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
* We provide resources (human and financial) to implement our Special Educational Needs Policy.
* We provide in-service training for parents, practitioners and volunteers.
* We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
* We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Early Years Support and Achievement Play Plan reviews, staff and management meetings, parental long term aspirations for their children, external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
* We provide a complaints procedure.
* We monitor and review our policy annually.

**Further guidance**

* Early Years Foundation Stage Statutory Framework (DfE 2014)
* Working Together to Safeguard Children (DfE 2015)
* Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

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**Other useful Pre-school Learning Alliance publications**

* Guide to the Equality Act and Good Practice (2010)
* SEND Code of Practice for the Early Years (2014)

**Promoting positive behaviour**

**Policy statement**

We believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

**Procedures**

In order to manage children’s behaviour in an appropriate way we will:

* attend relevant training to help understand and guide appropriate models of behaviour;
* implement the setting’s behaviour procedures including the stepped approach;
* have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary;

*Stepped approach*

**Step 1**

* We will ensure that EYFS guidance relating to ‘behaviour management’ is incorporated into relevant policy and procedures;
* We will be knowledgeable with, and apply the setting’s procedures on Promoting Positive Behaviour;
* We will undertake an annual audit of the provision to ensure the environment and practices supports healthy social and emotional development. Findings from the audit are considered by management and relevant adjustments applied.
* ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).

**Step 2**

* We address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.
* Behaviours that result in concern for the child and/or others will be discussed between the key person, the behaviour coordinator and Special Educational Needs Coordinator (SENCO) or/and manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
* If the behaviour continues to reoccur and remain a concern then the key person should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If a cause for the behaviour is not known or only occurs whilst in the setting then the SENCO will suggest using a focused intervention approach to identify a trigger for the behaviour.
* If a trigger is identified then the SENCO and key person will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.

**Step 3**

* If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.
* It may be agreed that the Common Assessment Framework (CAF) or Early Help process should begin and that specialist help be sought for the child – this support may address either developmental or welfare needs. If the child’s behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding and Children and Child Protection Policy.It may also be agreed that the child should be referred for an Education, Health and Care assessment. (See Supporting Children with SEN policy)
* Advice provided by external agencies should be incorporated into the child’s action plan and regular multi-disciplinary meetings held to review the child’s progress.

*Initial intervention approach*

* We use an initial problem solving intervention for all situations in which a child or children are distressed on in conflict. All staff use this intervention consistently.
* This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.

*Focused intervention approach*

* The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.
* Where we have considered all possible reasons, then a focused intervention approach should then be applied.
* This approach allows the key person and behaviour coordinator to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
* We follow the ABC method which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

*Use of rewards and sanctions*

* All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
* Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a ‘prize’ is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be ‘compliant’ and respond to meet adult’s own expectations in order to obtain a reward (or for fear of a sanction). If used then the type of rewards and their functions must be carefully considered before applying.
* Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group on a ‘naughty chair’ or ‘time out’ area. However, if necessary children can be removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

*Use of physical intervention*

* The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child’s attention.
* Staff should not use physical intervention – or the threat of physical intervention, to manage a child’s behaviour unless it is necessary to use “reasonable force in order to prevent children from injuring themselves or others or damage property” (EYFS).
* If “reasonable force” has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child’s file, which states clearly when and how parents were informed.
* Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being.

**Further guidance**

* Special Educational Needs and Disability Code of Practice (DfE 2014)

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| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

**Other useful Pre-school Learning Alliance publications**

* Reflecting on Behaviour (2010)
* The Social Child (2007)

**Supervision of children on outings and visits**

**Policy statement**

Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. Staff in our setting ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

**Procedures**

* Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.
* Parents are always asked to sign specific consent forms before major outings.
* A risk assessment is carried out before an outing takes place.
* All venue risk assessments are made available for parents to see.
* Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.
* Outings are recorded in an outings record book kept in the setting stating:
* The date and time of outing.
* The venue and mode of transport.
* Names of staff assigned to named children.
* Staff take a mobile phone on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
* Staff take a list of children with them with contact numbers of parents/carers.
* Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.

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**Other useful Pre-school Learning Alliance publications**

* Daily Register and Outings Record (2012)
* Managing Risk (2009)

**Risk assessment**

**Policy statement**

Our setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

The basis of this policy is risk assessment.

Identification of risk: Where is it and what is it?

* Who is at risk: Childcare staff, children, parents, cooks, cleaners etc?
* Assessment as to the level of risk as high, medium, low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did.
* Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?
* Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

**Procedures**

* Our risk assessment process covers adults and children and includes:
* determining where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers and inspectors;
* checking for and noting hazards and risks indoors and outside, and in our premises and for activities;
* assessing the level of risk and who might be affected;
* deciding which areas need attention; and
* developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
* Where more than five staff and volunteers are employed the risk assessment is written and is reviewed regularly.
* We maintain lists of health and safety issues, which are checked daily before the session begins as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.

**Legal framework**

* Management of Health and Safety at Work Regulations 1999

**Further guidance**

* Five Steps to Risk Assessment (HSE 2006)

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**Other useful Pre-school Learning Alliance publications**

* Managing Risk (2009)

**Fire safety and emergency evacuation**

**Policy statement**

We ensure our premises present no risk of fire by ensuring fire standard are met. The person in charge and staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer, or Fire Safety Consultant.

**Procedures**

* The basis of fire safety is risk assessment. These are carried out by a ‘competent person’.
* Fire doors are clearly marked, never obstructed and easily opened from the inside.
* Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
* Our emergency evacuation procedures are approved by the Health & Safety Officer and are:
* clearly displayed in the premises;
* explained to new members of staff, volunteers and parents; and
* practised regularly at least once every half term.
* Records are kept of fire drills.

*Emergency evacuation procedure*

This will cover procedures for practice drills including:

* How children are familiar with the sound of the fire alarm.
* How the children staff and parents know where the fire exits are.
* How children are led from the building to the assembly point.
* How they will be accounted for and who by.
* How long it takes to get the children out safely.
* Who calls the emergency services and when in the event of a real fire.
* How parents are contacted.

**Fire evacuation plan**

In the event of a fire/fire drill, the alarm will alert staff of the need to immediately evacuate the building. Children will be gathered together, lined up and exit the building as quickly as possible. A staff member will bring the emergency pack containing emergency contact details for all children and staff and a first aid kit, which is hanging by the main all doors. Staff will normally escort the children through the main exit doors at the front of the building, or if this is not possible, they will exit through the side fire escape at the rear of the building and along the side passage into the playground. Children will be lined up along the playground fence by the gates, and the register taken to ensure that all children and staff are present. A member of staff will call 999 if necessary. Once it is established that everyone is present, in the event of a real fire it may be necessary to take all of the children further away from the building, in which case the staff would take children to the parish rooms in the church next door, where children can stay safe and warm, and parents can be contacted. In the event of a fire drill, once the children and staff have all been accounted for, the time will be logged and normal session restarts.

*The fire drill record book must contain:*

* Date and time of the drill.
* How long it took.
* Whether there were any problems that delayed evacuation.
* Any further action taken to improve the drill procedure.

**Legal framework**

* Regulatory Reform (Fire Safety) Order 2005

**Further guidance**

* Fire Safety Risk Assessment - Educational Premises(HMG 2006)

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**Animals in the setting**

**Policy statement**

Children learn about the natural world, its animals and other living creatures, as part of the Early Years Foundation Stage curriculum. This may include contact with animals, or other living creatures, either in the setting or in visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

**Procedures**

*Visits to farms*

* Before a visit to a farm a risk assessment is carried out - this may take account of safety factors listed in the farm’s own risk assessment which should be viewed.
* The outings procedure is followed.
* Children wash their hands after contact with animals.
* Outdoor footwear worn to visit farms is cleaned of mud and debris and should not be worn indoors.

**Legal framework**

* The Management of Health and Safety at Work Regulations 1999

**Further guidance**

* Health and Safety Regulation…A Short Guide(HSE 2003)

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**No-smoking**

**Policy statement**

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the EYFS in making our setting a no-smoking environment - both indoor and outdoor.

**Procedures**

* All staff, parents and volunteers are made aware of our no-smoking policy.
* We display no-smoking signs.
* The no-smoking policy is stated in our information for parents.
* We actively encourage no-smoking by having information for parents and staff about where to get help to stop smoking if they are seeking this information.
* Staff who smoke do not do so during working hours. Unless on a break and off the premises.
* Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.

**Legal framework**

* The Smoke-free (Premises and Enforcement) Regulations 2006
* The Smoke-free (Signs) Regulations 2007 (To be replaced with 2012, as from 1st October)

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**Valuing diversity and promoting equality**

**Policy statement**

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins while others may be more removed from close kin or may live with other relatives or foster carers. Some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment.

Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment.

Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

* provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
* include and value the contribution of all families to our understanding of equality and diversity;
* provide positive non-stereotyping information about gender roles and diverse family structures, diverse ethnic and cultural groups and disabled people;
* improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
* challenge and eliminate discriminatory actions;
* make inclusion a thread that runs through all of the activities of the setting; and
* foster good relations between all communities.

**Procedures**

*Admissions*

Our setting is open to all members of the community.

* We advertise our service widely.
* We provide information in clear, concise language, whether in spoken or written form.
* We base our admissions policy on a fair system.
* We ensure that all parents are made aware of our equal opportunities policy.
* We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act 2010. These are:
* disability;
* race;
* gender reassignment;
* religion or belief;
* sex;
* sexual orientation;
* age;
* pregnancy and maternity; and
* marriage and civil partnership.
* We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.
* We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.
* We take action against any discriminatory behaviour by staff or parents whether by:
* direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;
* indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
* association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
* perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. assuming someone is gay because of their mannerism or how they speak.
* Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

*Employment*

* Posts are advertised and all applicants are judged against explicit and fair criteria.
* Applicants are welcome from all backgrounds and posts are open to all.
* We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
* The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.
* All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
* We monitor our application process to ensure that it is fair and accessible.

*Training*

* We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
* We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
* We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

*Curriculum*

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

* making children feel valued and good about themselves and others;
* ensuring that children have equality of access to learning;
* we continually review our setting to establish if it is accessible to all children;
* making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
* making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
* positively reflecting the widest possible range of communities in the choice of resources;
* avoiding stereotypes or derogatory images in the selection of books or other visual materials;
* celebrating a wide range of festivals;
* creating an environment of mutual respect and tolerance;
* differentiating the curriculum to meet children’s special educational needs;
* helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
* ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
* ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
* ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

*Valuing diversity in families*

* We welcome the diversity of family lifestyles and work with all families.
* We encourage children to contribute stories of their everyday life to the setting.
* We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.
* For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
* We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.
* We take positive action to encourage disadvantaged and under-represented groups to use the setting.

*Food*

* We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met.
* We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

*Meetings*

* Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
* We positively encourage fathers to be involved in the setting especially those fathers who do not live with the child.
* Information about meetings is communicated in a variety of ways – written and verbal - to ensure that all mothers and fathers have information about and access to the meetings.

*Monitoring and reviewing*

* To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.
* We provide a complaints procedure and a complaints summary record for parents to see.

**Legal framework**

The Equality Act (2010)

Children Act (1989) & (2004)

Children and Families Act (2014)

Special Educational Needs and Disabilities Code of Practice (2014)

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**Other useful Pre-school Learning Alliance publications**

* Guide to the Equality Act and Good Practice (2011)
* SEND Code of Practice 2014 for the Early Years (2014)
* All Together Now (2011)
* Where’s Dad? (2009)

**British Values**

**Policy statement**

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children’s earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

**Procedures**

*British Values*

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

* *Democracy*, or making decisions together (through the prime area of Personal, Social and Emotional Development)
* As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other’s views and values, and talk about their feelings, for example, recognising when they do or do not need help.
* Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
* *Rule of law*, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
* Practitioners ensure that children understand their own and others’ behaviour and its consequence.
* Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
* *Individual liberty***, or** freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
* Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
* Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class.
* *Mutual respect and tolerance*, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
* Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
* Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
* Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other’s opinions.
* Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children’s experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.
* *In our setting it is not acceptable to:*
* actively promote intolerance of other faiths, cultures and races
* fail to challenge gender stereotypes and routinely segregate girls and boys
* isolate children from their wider community
* fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

*Prevent Strategy*

Under the Counter-Terrorism and Security Act 2015 we also have a duty *“to have due regard to the need to prevent people from being drawn into**terrorism”*

**Legal framework**

Counter-Terrorism and Security Act 2015

**Further guidance**

Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)

Fundamental British Values in the Early Years (Foundation Years 2015)

Prevent Duty Guidance: for England and Wales (HMG 2015)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

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**Other useful Pre-school Learning Alliance publications**

* Guide to the Equality Act and Good Practice (2015)

**Parental involvement**

**Policy statement**

We believe that children benefit most from early years education and care when parents and settings work together in partnership.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early years settings; these include fathers, parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the following procedures, we will ensure all parents are included.

When we refer to ‘parents’ we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. ‘Parents’ also includes same sex parents as well as foster parents.

‘Parental responsibility’ is *all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.*

**Procedures**

* We have a means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children.
* We consult with all parents to find out what works best for them.
* We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
* We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
* We encourage and support parents to play an active part in the governance and management of the setting.
* We inform all parents on a regular basis about their children's progress.
* We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records.
* Information about a child and his or her family is kept confidential within our setting. We provide you with a privacy notice that details how and why we process your personal information
* We seek specific parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping, publicity and marketing.
* We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
* We inform parents about relevant conferences, workshops and training.
* We consult with parents about the times of meetings to avoid excluding anyone.
* We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
* We hold meetings in venues that are accessible and appropriate for all.
* We welcome the contributions of parents, in whatever form these may take.
* We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.
* We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

**Parents visiting the setting during stay and play**

* We encourage parents to attend the setting for stay and play sessions. At the start of their visit we discuss the do’s and don’t’s checklist with the parent. This ensures our safeguarding and welfare requirements are withheld at all times.
* We acknowledge that some parents may not live at home with the child and in some cases the parent may be in Hospital or Prison and require assistance to access the setting for stay and play.
* In order to facilitate this we would require the Hospital or Prison to attend the setting to risk assess the setting and to discuss any possible risks for the parent, child, other children in the setting, staff and parents of the other children who attend.
* Depending on the case we may seek advice from our Local Social services department or Early Years quality team if further support and guidance was required.
* A risk assessment would be completed after the visit from the Hospital or Prison and the outcome would be discussed with the parents. If the parent was not able to be contacted, their contact spokesperson would be contacted to share the outcome.
* If the risk assessment outcome suggested we could not facilitate a visit, depending on the outcome of the risk assessment, a review date would be discussed with the hospital/ prison. This would also be shared with the parent through the same route as above.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is in place:

* Admissions policy.
* Complaints procedure.
* Record of complaints.
* Developmental records of children.

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**Other useful Pre-school Learning Alliance publications**

* Complaint Investigation Record (2012)
* Engaging Mothers & Fathers (2010)
* Safeguarding Children (2010)
* Looking at Learning Together (2005)
* The First and Foremost Series (2008)

**Children’s records**

**Policy statement**

We have record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the General Data Protection Regulations (GDPR) (2018) and the Human Rights Act (1998).

This policy and procedure should be read alongside our Privacy Notice, Confidentiality and Client Access to Records Policy and our Information Sharing Policy.

**Procedures**

If a child attends another setting, we establish a regular two-way flow of appropriate information with parents and other providers. Where appropriate, we will incorporate comments from other providers, as well as parents and/or carers into the child’s records, using a shared Tapestry link.

We keep two kinds of records on children attending our setting:

*Developmental records*

* These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.
* These are usually kept in the relevant group box in the corridor and can be accessed, and contributed to, by our staff, the child and the child’s parents.

An electronic copy is also available both for access and contribution on the online Learning Journal platform Tapestry (please also see our Policy on Online Learning Journals)

Personal records

These may include the following (as applicable):

* Personal details – including the child’s registration form, funding form and any consent forms.
* Child’s development, health and well-being – including a summary only of the child’s EYFS profile report, a record of discussions about every day matters about the child’s development health and well-bring with the parent.
* Early Support – including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs a SAPP) and records of any meetings held.
* Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, an Education, Health and Care Plan and any information regarding a Looked After Child.
* Correspondence and Reports – including a copy of the child’s 2 Year Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.
* These confidential records are stored in a lockable filing cabinet, which is always locked when not in use and which our manager keeps secure in the office.
* We ensure that access to children’s files is restricted to those authorised to see them and make entries in them.
* We may be required to hand children’s personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a S11 audit, as long as authorisation is seen.
* Parents have access, in accordance with our Privacy Notice, Confidentiality and Client Access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.
* Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Our staff induction programme includes an awareness of the importance of confidentiality in the role of the key person.
* We retain children’s records for three years after they have left the setting; except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place.

## *Archiving children’s files*

* When a child leaves our setting, we remove all paper documents from the child’s personal file and place them in a robust envelope, with the child’s name and date of birth on the front and the date they left. We seal this and place it in an archive box, stored in a safe place (i.e. a locked cabinet) for three years. After three years it is destroyed.
* A child’s learning journal is passed on to parents on their last day at Pre-School.
* If data is kept electronically it is encrypted at rest and stored as documents above.
* Where there were s.47 child protection investigations, we mark the envelope with a star and archive it for 25 years.
* We store financial information according to our finance procedures.

## *Other records*

* Students on Pre-school Learning Alliance or other recognised qualifications and training, when they are observing in the setting, are advised of our Confidentiality and Client Access to Records Policy and are required to respect it.

**Legal framework**

* General Data Protection Regulations (GDPR) (2018)
* Human Rights Act (1998)

**Further guidance**

* Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015)

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**Provider records**

**Policy statement**

We keep records and documentation for the purpose of maintaining our business. These include:

* Records pertaining to our registration.
* Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
* Financial records pertaining to income and expenditure.
* Risk assessments.
* Employment records of staff including their name, home address and telephone number.
* Name, address and telephone number of anyone else who is regularly in unsupervised contact with the children

Our records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records and these are maintained with regard to the framework of *General Data Protection Regulations (2018), further details are given in our Privacy Notice* and the Human Rights Act.

This policy and procedure is taken in conjunction with our Privacy Notice, the Confidentiality and Client Access to Records policy and Information Sharing policy.

**Procedures**

* All records are the responsibility of the officers of the management committee and manager who ensure they are kept securely.
* All records are kept in an orderly way in files and filing is kept up-to-date.
* Financial records are kept up-to-date for audit purposes.
* Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.
* Our Ofsted registration certificate is displayed.
* Our Public Liability insurance certificate is displayed.
* All our employment and staff records are kept securely and confidentially.

We notify Ofsted of any change:

* in the address of the premises;
* to the premises which may affect the space available to us;
* to the name and address of the provider, or, the provider’s contact information;
* to the person managing the provision;
* any significant event which is likely to affect our suitability to look after children; or
* any other event as detailed in the Early Years Foundation Stage (DfE 2017)

**Legal framework**

* Genera Data Protection Regulations (GDPR) (2018)
* Human Rights Act 1998

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**Other useful Pre-school Learning Alliance publications**

* Accident Record (2010)
* Accounts Record (2005)
* Safeguarding Children (2010)
* Recruiting and Managing Employees (2010)
* Financial Management (2010)
* Medication Record (2010)
* Daily Register and Outings Record (2012)
* Managing Risk (2009)
* Complaints Investigation Record (2015)

**Transfer of records to school**

**Policy statement**

We recognise that children sometimes move to another early years setting before they go on to school although many will leave our setting to enter a nursery or reception class.

We prepare children for these transitions and involve parents and the receiving setting in this process. We prepare records about a child’s development and learning in the EYFS in our setting; in order to enable smooth transitions we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board.

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting (see our Privacy Notice).

**Procedures**

*Transfer of development records for a child moving to another early years setting or school*

* Using the EYFS assessment of development and learning ensure the key person prepares a summary of achievements in the 7 areas of learning and development.
* This record refers to any additional language spoken by the child and his or her progress in both languages.
* The record also refers to any additional needs that have been identified or addressed by the setting.
* The record also refers to any special needs or disability and whether a CAF was raised in respect of special needs or disability, whether there is a Statement of Special Educational Needs and gives the name of the lead professional.
* The record contains a summary by the key person and a summary of the parent’s view of the child.
* The document may be accompanied by other evidence such as photos or drawings that the child has made.
* If there have been any welfare or protection concerns a star is placed on the front of the assessment record.

*Transfer of confidential information*

* The receiving school or setting will need to have a record of concerns that were raised in the setting and what was done about them.
* A summary of the concerns will be made to send to the receiving setting or school along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these.
* Where a CAF has been raised in respect of any welfare concerns the name and contact details of the lead professional will be passed on to the receiving setting or school.
* Where there has been a s47 investigation regarding a child protection concern the name and contact details of the child’s social worker will be passed on to the receiving setting or school – regardless of the outcome of the investigation.
* This information is posted or taken to the school or setting, addressed to the setting or school’s designated person for child protection and marked confidential.

**Legal framework**

* Genera Data Protection Regulations (GDPR) (2018)
* Freedom of Information Act 2000
* Human Rights Act 1998
* Children Act 1989

**Further guidance**

* What to do if you are Worried a Child is Being Abused (HMG 2006)
* Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

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**Confidentiality and client access to records**

**Policy statement**

Definition: **‘**Confidential information is information that is not normally in the public domain or readily available from another source, it should have a degree of sensitivity and value and be subject to a duty of confidence. A duty of confidence arises when one person provides information to another in circumstances where it is reasonable to expect that the information will be held in confidence.’ (Information Sharing: Guidance for Practitioners and Managers (DCSF 2008))

In our setting, staff and managers can be said to have a ‘confidential relationship’ with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the General Data Protection Regulations (2018) and the Human Rights Act (1998).

**Confidentiality procedures**

* We always check whether parents regard the information they share with us to be regarded as confidential or not.
* Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has ‘confided’ in.
* Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.
* We inform parents when we need to record confidential information beyond the general personal information we keep (see our record keeping procedures) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
* We keep all records securely (see our record keeping procedures and Privacy Notice).

**Social Networking**

During a child’s duration of attendance at the preschool, staff are not permitted to befriend any parents or carers via social networking sites such as “Facebook”. This is to protect confidentiality of the families that use the pre-school. Parents and carers are therefore requested NOT to invite staff members as “friends” via these websites. We understand that at times staff members and parents/ carers are friends prior to a child joining the pre-school. We ask however that during your child’s time at pre-school communication via these public forums is not used.

**Client access to records procedures**

Parents may request access to any confidential records held on their child and family following the procedure below:

* Any request to see the child’s personal file by a parent or person with parental responsibility must be made in writing to the setting leader or manager.
* The setting leader informs the chairperson of the management committee and sends a written acknowledgement.
* The setting commits to providing access within one month, although this may be extended depending on the complexity of any request.
* A fee may be charged for repeated requests, or where a request requires excessive administration to fulfil
* The setting’s leader or manager and chairperson of the management committee prepare the file for viewing.
* All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
* ‘Third parties’ include all family members who may be referred to in the records.
* It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
* When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
* A photocopy of the complete file is taken.
* The setting leader and chairperson of the management committee go through the file and remove any information which a third party has refused consent to disclose. A thick black marker is used, to score through every reference to the third party and information they have added to the file.
* What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the ‘clean copy’.
* The ‘clean copy’ is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the setting leader, so that it can be explained.
* Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.
* The law requires that the information we hold must be held for a legitimate reason and must be accurate (see our Privacy Notice). If a parent says that the information we hold is inaccurate, then the parent has a right to request for it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent, we retain the right not to change that entry, but we can record the parent’s view of the matter. In most cases, we would have given a parent the opportunity at the time to state their side of the matter, and it would have been recorded there and then.

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child. Please see also our policy on child protection.

**Legal framework**

* General Data Protection Regulations (GDPR) (2018)
* Human Rights Act 1998

**Further guidance**

* Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

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**Information sharing**

*‘Sharing information is an intrinsic part of any frontline practitioners’ job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals’ lives. It could ensure that an individual receives the right services at the right time and prevent a need from becoming more acute and difficult to meet. At the other end of the spectrum it could be the difference between life and death.’*

*Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)*

**Policy statement**

We recognise that parents have a right to know that the information they share with us will be regarded as confidential, as well as to be informed about the circumstances when, and the reasons why, we are obliged to share information.

We record and share information about children and their families (data subjects) in line with the six principles of the General Data Protection Regulations (GDPR) (2018) which are further explained in our Privacy Notice that is given to parents at the point of registration The six principles state that personal data must be:

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject.
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects fo no longer than is necessary for the purposes for which the data is processed.
6. Processed in a way that ensures appropriate security of the persona data including protection against accidental loss, destruction or damage, using appropriate technical or organisational measures

We are obliged to share confidential information without authorisation from the person who provided it, or to whom it relates, if it is in the public interest. That is when:

* it is to prevent a crime from being committed or to intervene where one may have been, or to prevent harm to a child or adult; or
* not sharing it could be worse than the outcome of having shared it.

The responsibility for decision-making should not rely solely on an individual, but should have the back-up of the management team. The management team provide clear guidance, policy and procedures to ensure all staff and volunteers understand their information sharing responsibilities and are able to respond in a timely, appropriate way to any safeguarding concerns.

The three critical criteria are:

* Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
* Where there is reasonable cause to believe that a child may be suffering, or is at risk of suffering, significant harm.
* To prevent significant harm arising to children and young people or adults, including the prevention, detection and prosecution of serious crime.

**Procedures**

Our procedure is based on the GDPR principles as listed above and the seven golden rules for sharing information in the Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers*.* We also follow the guidance on information sharing from the Local Safeguarding Children Board.

1. *Remember that the General Data Protection Regulations 2018 and human rights law are not barriers to justified information sharing as per the Children Act 1989, but provide a framework to ensure that personal information about living individuals is shared appropriately.*

* Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information [both within the setting, as well as with external agencies].

1. *Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their consent, unless it is unsafe or if I have a legal obligation to do so. A Privacy Notice is given to parents at the point of registration to explain this further.*

In our setting we ensure parents:

* Receive a copy of our Privacy Notice and information about our Information Sharing Policy when starting their child in the setting and that they sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
* have information about our Safeguarding Children and Child Protection Policy; and
* have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.

1. *Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.*

* Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the child’s file.
* Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager or deputy, as designated person, who will contact children’s social care for advice where they have doubts or are unsure.
* Our managers seek advice if they need to share information without consent to disclose.

1. *Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.*

* We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation.
* Our guidelines for consent are part of this procedure.
* Our manager is conversant with this and she able to advise staff accordingly.

1. *Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.*

In our setting we:

* record concerns and discuss these with our designated person and/or designated officer from the management team for child protection matters;
* record decisions made and the reasons why information will be shared and to whom; and
* follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.

1. *Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*

Our Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.

1. *Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.*

* Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

*Consent*

When parents choose our setting for their child, they will share information about themselves and their families. This information is regarded as confidential. Parents have a right to be informed that we will seek their consent to share information in most cases, as well as the kinds of circumstances when we may not seek their consent, or may override their refusal to give consent. We inform them as follows:

* Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
* We may cover this verbally when the child starts or include this in our prospectus.
* Parents sign our Registration Form at registration to confirm that they understand this.
* We ask parents to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
* We give parents copies of the forms they sign.
* We consider the following questions when we assess the need to share:
* Is there a legitimate purpose to us sharing the information?
* Does the information enable the person to be identified?
* Is the information confidential?
* If the information is confidential, do we have consent to share?
* Is there a statutory duty or court order requiring us to share the information?
* If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?
* If the decision is to share, are we sharing the right information in the right way?
* Have we properly recorded our decision?
* Consent must be freely given and *informed* - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information as detailed in the Privacy Notice.
* Consent may be *explicit*, verbally but preferably in writing, or *implicit*, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.
* Consent can be withdrawn at any time.
* We explain our Information Sharing Policy to parents.

*Separated parents*

* Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, we will consider this carefully.
* Where the child is looked after, we may also need to consult the Local Authority, as ‘corporate parent’ before information is shared.

All the undertakings above are subject to our paramount commitment, which is to the safety and well-being of the child. Please also see our Safeguarding Children and Child Protection Policy.

**Legal framework**

* General Data Protection Regulations (GDPR) (2018)
* Human Rights Act (1998)

**Further guidance**

* Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)
* What to do if you’re worried a child is being abused: Advice for practitioners (HM Government 2015)
* Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government 2015)

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| This policy was adopted by |  | *(name of provider)* |
| On |  | *(date)* |
| Date to be reviewed |  | *(date)* |
| Signed on behalf of the provider |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

**Working in partnership with other agencies**

**Policy statement**

We work in partnership with local and national agencies to promote the well-being of all children**.** We will never share your data with any organisation to use for their own purposes.

**Procedures**

* We work in partnership or in tandem with, local and national agencies to promote the well-being of children.
* Procedures are in place for sharing of information about children and families with other agencies. These are set out in our Privacy Notice, the Information Sharing protocol, Safeguarding Children procedures and the Special Educational Needs procedures.
* Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
* When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
* We follow the protocols for working with agencies, for example on child protection.
* Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
* Our staff do not casually share information or seek informal advice about any named child/family.
* When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

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| This policy was adopted at a meeting of |  | (name of provider) |
| Held on |  | (date) |
| Date to be reviewed |  | (date) |
| Signed on behalf of the management committee |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair/owner) |  | |

**Making a complaint**

**Policy statement**

Our setting believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

**Procedures**

All settings are required to keep a written record ('summary log') of any complaints that reach stage 2 and above and their outcome. This is to be made available to parents as well as to Ofsted inspectors on request.

*Making a complaint*

Stage 1

* Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her concerns with the setting leader.
* Most complaints should be resolved amicably and informally at this stage.

Stage 2

* If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the setting leader and the chair of the management committee.
* For parents who are not comfortable with making written complaints, we can provide the parent with a template to fill in.
* The setting stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the setting leader may wish to store all information relating to the investigation in a separate file designated for this complaint.
* When the investigation into the complaint is completed, the manager meets with the parent to discuss the outcome.
* Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
* When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 3

* If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the setting leader and the chair of the management committee. The parent should have a friend or partner present if required and the leader should have the support of the chairperson of the management committee.
* An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
* This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 4

* If at the stage three meeting the parent and setting cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
* The pre-school can call upon the support of an external body with experience in Human resources.
* The mediator keeps all discussions confidential. S/he can hold separate meetings with the setting personnel (setting leader and chair of the management committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

* When the mediator has concluded her/his investigations, a final meeting between the parent, the setting leader and the chair of the management committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
* A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

*The role of the Office for Standards in Education, Children’s Services and Skills (Ofsted), the Local Safeguarding Children Board and the Information Commissioner’s Office*

* Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
* The number to call Ofsted with regard to a complaint is:

0300 123 1231

* These details are displayed on our setting's notice board.
* If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board in our local authority.
* In these cases, both the parent and setting are informed and the setting leader works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.
* The Information Commissioner’s Office (ICO) can be contacted if you have made a complaint about the way your data is being handled and remain dissatisfied after raising your concern with us. For further information about how we handle your data, please refer to the Privacy Notice given to you when you registered your child at [our/my] setting. The ICO can be contacted at Information Commissioner’s Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk

*Records*

* A record of complaints against our setting and/or the children and/or the adults working in our setting is kept, including the date, the circumstances of the complaint and how the complaint was managed.
* The outcome of all complaints is recorded in the *Complaint Investigation Record* which is available for parents and Ofsted inspectors on request.

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| This policy was adopted at a meeting of |  | (name of provider) |
| Held on |  | (date) |
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| Signed on behalf of the management committee |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair/owner) |  | |

**Other useful Pre-school Learning Alliance publications**

* Complaint Investigation Record (2012)

**Online learning journals**

**Policy statement**

At St John’s Pre-School we provide all children attending an ‘online learning journal’ through the platform of ‘Tapestry’, which records observations, photos and videos through a secure online platform. This platform is used purely for the purposes of tracking each child’s data and to raise standards by looking at the data of cohorts and groups of children. Tapestry works alongside ‘Learning stories’ for each child. Learning stories are given home each half term for parents to share learning and development from home.

**Procedures**

* At St John’s Pre-School we use the secure online system Tapestry which allows staff to access online tracking via a personal password protected login.
* A member of the management team will log-in each staff member when they are completing their tracking.
* Staff will only access Tapestry during working hours at pre-school.
* Tapestry will only be accessed on Pre-School laptops or tablets.
* Observations and any tracking are regularly monitored by the managing staff and assessed during staff meetings to ensure they are providing relevant and informative information.

**Safe Use Agreement**

* Staff should log out of the Tapestry app or program when they are finished in order to maintain confidentiality.
* Staff should not share log in or password details with any person not employed by St John’s pre-school.
* Staff should not share any information or photographs relating to children with any person not employed by St John’s pre-school.
* Staff should take all responsible steps to ensure the safe keeping of any portable device e.g. tablet, laptop that they are using and report any missing devices.
* All entries on Tapestry must be appropriate.
* All entries on Tapestry remain the property of St John’s pre-school.
* At all times staff must comply with Child Protection policies and tapestry online policy.

This policy runs in conjunction with the following policies:

* Key person policy
* Safeguarding policy
* Tapestry privacy, security and back-up policy
* Confidentiality and client access to records

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| This policy was adopted by: St John’s Pre-School |
| On : |
| Date to be reviewed: |
| Signed on behalf of the provider: Marlis Juerging |
| Name of signatory |
| Role of signatory (e.g. chair, director or owner): Manager |

**Staff personal safety including home visits**

**Policy statement**

This setting believes that the health and safety of all staff is of paramount importance and that all staff have the right to work in a safe environment. We support safe working both on and off the premises, acknowledging the needs and diversity of children and their family.

**Procedures**

*General*

* All staff in the building early in the morning, or late in the evening, ensure doors and windows are locked.
* Where possible, at least the first two members of staff to arrive in the building arrive together, and the last two members of staff in the building leave together.
* Visitors are generally only allowed access with prior appointments and only admitted once their identity has been verified.
* Minimal petty cash is kept on the premises.
* When taking cash to the bank, members of staff are aware of personal safety. Managers carry out a risk assessment and develop an agreed procedure appropriate to the setting, staff and location.
* Members of staff make a note in the diary of meetings they are attending, who they are meeting and when they are expected back.
* Managers have good liaison with local police and ask for advice on safe practice where there are issues or concerns.

*Home visits*

Where staff members conduct home visits, this is done at the manager’s discretion and the following health and safety considerations apply:

* Prior to a home visit the key person and manager undertake a risk assessment that is specific to the visit being undertaken.
* Members of staff normally do home visits in pairs – usually the manager/deputy manager with the key person.
* Each home visit is recorded in the diary with the name and address of the family being visited, prior to the visit taking place.
* Staff alert an agreed contact person in the setting when they are leaving to do the home visit and advise on their expected time of return.
* If there is any reason for staff to feel concerned about entering premises, they do not do so, for example, if a parent appears drunk.
* Members of staff carry a mobile phone when going out on a home visit.
* Staff identify an emergency word/phrase, which is made known to all staff in the setting, so that if they feel extremely threatened or in danger on a home visit they can covertly alert other members of staff via a telephone call to the situation. Use of the agreed word/phrase will initiate an immediate 999 call to be made.
* If staff do not return from the home visit at the designated time, the contact person attempts to phone them and continues to do so until they make contact.
* If no contact is made after a reasonable amount of time has passed, the contact person rings the police.

*Dealing with agitated parents in the setting*

* If a parent appears to be angry, mentally agitated or possibly hostile, two members of staff will lead the parent away from the children to a less open area, but will not shut the door behind them.
* If the person is standing, staff will remain standing.
* Members of staff will try to empathise and ensure that the language they use can be easily understood.
* Staff will speak in low, even tones, below the voice level of the parent.
* Members of staff will make it clear that they want to listen and seek solutions.
* If the person makes threats and continues to be angry, members of staff make it clear that they will be unable to discuss the issue until the person stops shouting or being abusive, while avoiding potentially inflammatory expressions such as ‘calm down’ or ‘be reasonable’.
* If threats or abuse continues, members of staff will explain that the police will be called and emphasise the inappropriateness of such behaviour in front of children.
* After the event, details are recorded in the child’s personal file together with any decisions made with the parents to rectify the situation and any correspondence regarding the incident.

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| Name of signatory |  | |
| Role of signatory (e.g. chair/owner) |  | |

**Data Protection Policy**

**Introduction**

St John’s Pre-School is required to collect, process and retain certain types of information in order to comply with the relevant legislation pertaining to our business.

This policy relates to the protection of Personally Identifiable Data (herein referred to as personal data), that is any piece of data that could identify an individual such as their name, address, date of birth, telephone number, parent’s names, email address.

This personal data must be handled in an appropriate manner, whether in paper form or online, to protect the privacy for those which it concerns.

**Policy Statement**

St John’s Pre-School regards the lawful and correct treatment of personal data of paramount importance. All individuals associated with our setting, children, parents, staff, students and volunteers, have a right to expect that their personal data is treated lawfully and respectfully. To ensure this we adhere to the principles of the General Data Protection Regulations (GDPR) 2018 and subsequent UK guidelines for the collection and processing of personal data.

The GDPR principles (Article 5) requires that personal data shall be:

1. Processed lawfully, fairly and in a transparent manner in relation to individuals;
2. Collected for specified explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes; further processing for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes shall not be considered to be incompatible with the initial purposes;
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed;
4. Accurate and, where necessary, kept up to date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purposes for which they are processed, are erased or rectified without delay
5. Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed; personal data may be stored for longer periods insofar as the personal data will be processed solely for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes subject to implementation of the appropriate technical and organisational measures required by the GDPR in order to safeguard the rights and freedoms of individuals; and
6. Processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

In addition Article 5 (2) requires that:

* The controller shall be responsible for, and be able to demonstrate, compliance with the principles

*(Source: The Information Commissioner’s Office)*

**Responsibilities**

* We are registered with the Information Commissioner’s Office (ICO) – registration number [ENTER REGISTRATION NUMBER]
* We have appointed Marlis Juerging-Coles as the Data Protection Lead for our setting. Their responsibilities include the provision of privacy statements, updating this (and related) policies on an annual basis, undertaking an annual audit of our data protection systems and processes, monitoring staff with regards to appropriate handling of data and ensuring systems are in place to maintain the accuracy of the data we hold.
* We will provide privacy notices to parents, staff, students and volunteers that detail how we:
  + Meet the GDPR regarding the collection of their personal data;
  + Fulfil our obligations to specify our lawful basis for processing their data and the purposes for which it will be used;
  + Collect and process only appropriate data that is required to fulfil the operational needs of the business and to comply with legislation;
  + Ensure the quality of the data used and that it is timely, accurate and kept up to date;
  + Ensure those associated with our setting are fully communicated to regarding their right to be informed that data collection and processing is undertaken, to their right of access to their personal information, their right to withdraw consent (where given) and their right to be forgotten and to correct, rectify, block or erase inaccurate data;
  + Set out transparent procedures for responding to requests for information;
  + Share information, and with whom we may share and the circumstances for doing so; and
  + Store both current and historical data.
* Staff receive training in our processes for handling personal data.
* Staff are appropriately supervised when handling personal data.
* Breaches of data protection by staff may lead to disciplinary action being taken by our setting.
* A data audit is carried out annually by the Data Protection Lead for the purposes of identifying that data held, our lawful basis for processing, the systems and processes in place to ensure the accuracy of the data and the identified retention periods of historical data.
* Data Sharing Agreements are in place with organisations with whom we collect and share personal data (See our Privacy Notice for specific information)
* Organisations who process data on our behalf provide a Data Sharing Contract/Policy detailing how they protect the data provided. These are available to parents, staff, students and volunteers upon request.
* Our email systems are encrypted to prevent unauthorised access to any data shared by this means (see our Privacy)
* Our IT systems and electronic devices are password protected to prevent unauthorised contact (see our Acceptable Internet Use Policy)
* Parents, staff, students and volunteers within our setting have a right to know that the data shared with us will be regarded as confidential, as well as to be informed of the circumstances when, and the reasons why, we may be obliged to share information either with or without consent.
* We are obliged to share information without authorisation from the person who provided it, or to whom it relates, when:
  + There is evidence that a child is suffering, or is at risk or suffering, significant harm;
  + There is reasonable cause to suspect that a child may be suffering, or is at risk of suffering, significant harm;
  + It is to prevent a crime from being committed or to intervene where one may have been; and/or
  + Not sharing the information could be worse than the outcome of having shared it.
* Parents, staff, students and volunteers have a right to access their personal data and request that any inaccurate data is rectified and/or deleted. All such requests to access the information held on an individual should be made, in writing, to the Data Protection Lead.
* If parents, staff, students or volunteers have concerns relating to the way your personal data is handled this should be raised in the first instance with the Data Protection Lead for our setting.
* If you are still dissatisfied after raising your concern you make a complaint to the Information Commissioner’s Office (ICO) by writing to Information Commissioner’s Office, Wycliffe House, Water Lane, Wilmslow, Cheshire SK9 5AF or via their website ico.org.uk

This policy was first adopted: May 2018

Date for review: May 2019

Signed:

Name: Marlis Juerging-Coles

Position: Manager

Date: 22.05.2018

This policy was reviewed:

Date of next review: