



# Policies and Procedures

**September 2021**

These Policies and Procedures are regularly reviewed by the Pre-School Manager, Deputy Manager, Finance and Administration Officer and staff. They are also subject to approval by the Pre-School Committee.

These Policies and Procedures were last fully reviewed September 2021. Individual policies may be reviewed and updated as required at any time.

**Note to The Grange Pre-School Staff:** You are required to comply with our policies but they do not form part of your contract of employment and we reserve the right to make changes to these policies as necessary.

# OUR VISION STATEMENT

At The Grange Pre-School, we create an environment where your child can **Create, Explore, Imagine** and **Learn**. We offer a warm and friendly welcome for both children and parents. We encourage family involvement and are community focused. We constantly strive towards improvement. We provide your child with a happy, safe and nurturing atmosphere. We inspire to develop individual children's needs. We offer a broad range of educational opportunities and provide experiences that enrich your child's social, emotional, physical, intellectual, cognitive and creative abilities. We provide a diverse, vibrant programme where your child works towards common goals within the Early Years Foundation Stage. We set the foundations of your child's first steps on their academic journey which can serve as the basis for all future learning.

The Grange Pre-School is a place where your child learns to enjoy school and to love learning through play. We promote educational learning skills irrespective of gender, cultural background or disability. We are committed to providing positive role models for all children in our care. We aim to instil morals and values to enable your child to continue through school with the necessary skills to promote life-long learning. We advocate a sense of belonging and strive to develop self-esteem through fun, love, respect, teamwork and equality. We celebrate our success with great pride.

## ***Legal Framework and Guidance Used in This Documents***

- British Values
- Children's Act 1989, 2004
- Children and Young Person Act 2008
- Control of Substances Hazardous to Health Regulations (COSHH) (2002)
- Criminal Justice and Court Act (2015)
- Data Protection Act (2018)
- Disability Discrimination Act (DDA) 2005
- Electricity at Work regulations 1989
- Equalities Act (2010)
- Freedom of Information Act 2000
- General Data Protection Regulations (GDPR) 2018
- Health and Safety (Display Screen Equipment) Regulations 2002
- Health and Safety (First Aid) Regulations (1981)
- Health and Safety at Work Act (1974)
- Health Protection (Notification) Regulations 2010
- Human Rights Act 1998
- Berkshire West Safeguarding Children Partnership (BWSCP)
- Management of Health and Safety at Work Regulations 1999
- Managing medicines in Schools and Early Years Settings (DfES2015)
- Manual Handling Operations Regulations 1992 (as amended)
- Medicines Act (1968)
- Prevent Duty (2015)
- Race Relations (amendment) Act (2000)
- Race Relations Act 1976
- Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs
- Regulatory Reform (Fire Safety) order 2005
- Reporting of injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR 2013)
- Safeguarding Vulnerable Groups Act (2006)
- Special Educational Needs and Disability Code of Practice 2015
- Sexual Offences Act (2003)
- The Children Act (Every Child Matters) (2004)
- The Equality Act 2010
- The Smoke-free (Premises and Enforcement) regulations 2006
- The Smoke-free (Signs) regulations 2012

# THE GRANGE PRE-SCHOOL

## POLICIES & PROCEDURES

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# **ACCIDENT & INCIDENT RECORDING AND REPORTING POLICY**

## **Policy Statement**

We follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) and the Statutory Framework for the Early Years Foundation Stage (EYFS) for the reporting of accidents and incidents.

Child protection matters or behavioural incidents between children are not regarded as incidents for this purpose and there are separate procedures for these.

## **PROCEDURES**

### **Dealing with Accidents/Incidents**

We keep written records of all accidents or injuries and first aid treatment. Any accident/incident requiring treatment, is recorded by completion of an Accident/incident form by the member of staff witnessing the accident/incident. It is then that member of staff's responsibility to ensure that both the parent (or carer) is informed and the Accident/incident Form is signed by the parent (or carer) on the day that the accident/incident occurred. If there has been an incident between two children two separate forms are completed and signed.

If a child has a head injury the parent/carers is contacted by phone or sent a text informing them of the accident/incident and may be asked to contact the school immediately.

On the Accident/incident form, the following information is recorded:

- Time
- Date
- Child details
- Injury details
- Witness details
- First aid treatment given
- Further action taken

Accident Forms are held in a separate file which is reviewed 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 as soon as possible or at least within 14 days of the incident occurring.

Ofsted is notified of any serious accident, illness or injury to, or death of, any child whilst in our care, and of the action taken. This notification is made as soon as possible or at least within 14 days of the incident occurring.

# **ACCIDENT & INCIDENT RECORDING AND REPORTING POLICY**

## **(continued)**

Local child protection agencies are informed of any serious accident, illness 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. We report to the Health and Safety Executive:

- any accident to a member of staff requiring treatment by a GP or hospital,
- 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 so, such as a gas leak,
- any dangerous occurrence is recorded in our incident book. See below.

### **Incident Book**

We have ready access to telephone numbers for emergency services. For areas of the premises we are responsible for, we have contact numbers for suitable services.

As we rent the building from the Grange United Reformed Church, we also ensure that we have access to their nominated person and share information with them. We inform the Church as soon as practical if any major incidents or emergencies occur at the Pre-School and they do the same.

We keep an Incident Book for recording incidents including those that are reportable to the Health and Safety Executive, these include the following although this is not an exhaustive list:

- Break in, burglary, theft of personal or setting property
- 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 premises
- Death of a child
- A terrorist attack or the threat of one.

## **ACCIDENT & INCIDENT RECORDING AND REPORTING POLICY (continued)**

In the Incident Book we record the date, time and nature of the event, who was affected and how it was dealt with. If it is reported to the police, we make a note of the crime reference number.

In the unlikely event of a terrorist attack, we will follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Emergency Evacuation Procedure will be followed and staff will take charge of the children. The incident is recorded when the threat is averted.

In the unlikely event of a child dying on the premises, the emergency services would be called and the advice of these services followed.

The incident book is not for recording issues of concern involving a child. This is recorded in a separate file.



# ACHIEVING POSITIVE BEHAVIOUR POLICY

## Policy Statement

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

Children need to learn to consider the views and feelings, needs and rights of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

We believe that children and adults flourish best in an established routine where they know what is expected of them and where children can play freely and learn without fear of being hurt or hindered by others. Our aim is for children to develop their own self-discipline and self-esteem and to be encouraged in a safe but relaxed and happy environment.

## Procedures

We have a named key person who is our designated Behaviour Management Co-ordinator, who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

- We require the Behaviour Management Co-ordinators to:
  - keep themselves up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
  - access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development, and
  - check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the Pre-School.
- Acceptable behaviour will be discussed and agreed within the Pre-School and explained to all newcomers, both children and adults.
- We require all staff, regular volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

## **ACHIEVING POSITIVE BEHAVIOUR POLICY (continued)**

- We familiarise new staff and regular volunteers with our Achieving Positive Behaviour Policy and its guidelines for behaviour.
- We expect all members of our Pre-School - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

### **Strategies with Children Who Engage in Inconsiderate Behaviour**

- We require all staff, regular volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- Children will receive one-to-one adult support to discuss what is wrong and to work to resolve the problem or cause.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, however we do use a "time out" strategy that excludes children from the group with a member of staff.
- We never use corporal punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.

## **ACHIEVING POSITIVE BEHAVIOUR POLICY (continued)**

- We use physical intervention, such as holding, only for the purposes of averting immediate danger to any person (including the child) or to manage a child's behaviour if absolutely necessary.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our Pre-School Manager or person in charge and are recorded in the child's personal file. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- Any behavioural problem will be handled in the appropriate manner depending upon the child's level of understanding.
- Recurring problems will involve the whole Pre-School along with the child's parents, and observation records will be made in order to try and establish the cause of the problem.
- Adults will be made aware that some kinds of behaviour may result from a child's special needs.
- We will ensure all staff follow the same behaviour management plan.

### **Children Under Three Years**

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the Pre-School, their key person, is building a strong relationship to provide security to the child.

## **ACHIEVING POSITIVE BEHAVIOUR POLICY (continued)**

### **Rough and Tumble Play and Fantasy Aggression**

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to ‘goodies and baddies’ and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of ‘teachable moments’ to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

### **Hurtful Behaviour**

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as ‘bullying’. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- We help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.

## ACHIEVING POSITIVE BEHAVIOUR POLICY (continued)

- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to non-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
  - they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the Pre-School;
  - their parent, or carer in the Pre-School, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;

## **ACHIEVING POSITIVE BEHAVIOUR POLICY (continued)**

- the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
- the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
- the child has a developmental condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

### **Bullying**

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.

Bullying can occur in children five years old.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;

## **ACHIEVING POSITIVE BEHAVIOUR POLICY (continued)**

- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

# ADMINISTERING MEDICINES POLICY

## 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 GPs 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. If a child has not had a medication before, it is advised that the parent keeps the child at home for the first 48 hours to ensure no adverse effect as well as to give time for the medication to take effect.

These procedures are written in line with current guidance in 'Managing Medicines in Schools and Early Years Settings'. The Pre-School Manager is responsible for ensuring all staff understand and follow these procedures.

Qualified members of staff with paediatric first aid training are responsible for the correct administration of medication to a child. The Pre-School Manager, Deputy or person in charge ensures that a Medication Risk Assessment has been carried out, a Medication Consent Form completed by the parent or guardian, medicines are stored correctly and that records are kept according to procedures.

## Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- Only medication prescribed by a doctor (or other medically qualified person such as a dentist, nurse or pharmacist) is administered (medicines containing aspirin will only be given if prescribed by a doctor). It must be in-date and prescribed for the current condition.
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.
- Parents must give prior written permission for the administration of medication. This is achieved by the Pre-School Manager, Deputy or person in charge asking parents to complete our "Medication Consent Form" which is then kept in the medicine box. The consent form contains 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;



## **ADMINISTERING MEDICINES POLICY (continued)**

- how the medication should be stored, batch number and expiry date;
  - any possible side effects that may be expected should be noted;
  - signature, printed name of parent and date and; signature, printed name of Staff member taking medication instructions.
- All staff are aware of a child's medication requirements as the details are transcribed onto our "Medication List" which is displayed where all staff and volunteers can see it.
    - Children are added to this list if on long term medication and are identified with a name sticker.
  - The administration of medication is accurately recorded each time it is given and is signed by the qualified member of staff who administered it. Parents sign the record to acknowledge the administration of a medicine.

### **Storage of Medicines**

- All medication is stored safely in a sealed marked plastic box.
- The Pre-School Manager, Deputy or person in charge ensures that medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept in the setting. The Pre-School Manager checks that any medication held to administer on an as and when required basis, or on a regular basis, is in date and returns any out-of-date medication back to the parent.
- If the administration of prescribed medication requires medical or technical knowledge, individual training is provided for staff by a health professional.
- When any medication is given, another member of staff must be present and co-signs the medication record.
- 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 or another member of staff 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 On-going Medication**

- A medication risk assessment is carried out for each child with long term medical conditions that require on-going medication. This is the responsibility of the Pre-School Manager or Deputy alongside the Key person. Other medical or social care personnel may need to be involved in the risk assessment.

## **ADMINISTERING MEDICINES POLICY (continued)**

- Parents 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, 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 Pre-School 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 term 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 folder clearly labelled with the child's name and the name of the medication. Inside the folder is a copy of the Medication Consent Form to record when the medication has been administered, 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 folder clearly labelled with the child's name and the name of the medication. Inside the folder is a copy of the Medication Consent Form signed by the parent.
- This procedure is to be read alongside our "Outings Policy".

# **ADMISSIONS POLICY**

## **Policy Statement**

It is our intention to make our Pre-School accessible to children and families from all sections of the local community regardless of ethnicity, gender, special education needs, disabilities, background, religion or competence in spoken English.

## **Procedures**

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- We provide information in clear, concise language, whether in spoken or written form.
- We describe our Pre-School and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers including childminders.
- How it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, ethnicity or from English being a newly acquired additional language.
- How it enables children and/or parents with disabilities to take part in the life of the setting.
- We monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.
- We ensure that we do not discriminate against a child with a disability or refuse a child entry to our Pre-School because of any disability.
- We make our Valuing Diversity and Promoting Equality Policy widely known.
- 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.

## **Admissions Policy**

- Our main admission of new children takes place at the beginning of each new school year in the Autumn Term – every September.
- We operate admissions and allocate sessions to new children through our Waiting List.
- A Registration Form, copy of birth certificate and proof of address must be received in order to add a child to our Waiting List.
- Although our main intake is in September, we will also accept new children into Pre-School in the Spring Term (January) and Summer Term (April), subject to places still being available.

## **ADMISSIONS POLICY (continued)**

### **Allocation of Sessions and Places in September Each Year**

- Children already who have been attending Pre-School for at least one term normally have priority for requesting increases or changes to their sessions each September over the Waiting List.
- We try to accommodate requests from existing children provided that this does not disrupt the pattern of continuity in the setting or prevent new children from joining the Pre-School.
- Parents of existing children are asked to request any changes to their child's sessions for the forthcoming September by the end of the preceding Spring Term.
- Once requests from existing children have been accommodated, we allocate new children places.
- We try to be flexible about the allocation of morning and afternoon sessions and endeavour to accommodate preferences provided that this does not disrupt the pattern of continuity in the setting or prevent other new children from joining the Pre-School.

### **Admission of 2 Year Old Children not yet entitled to Early Years Funding**

- We offer places to 2 year old children provided we have sessions available and there are no children with higher priority on our Waiting List at the time.

### **Admission of 2 Year Old Children entitled to Early Years Funding**

- We currently offer two year old funding.
- Certain criteria must be met to become entitled to this. Forms are available at the setting.

### **Priority Admissions**

- We reserve the right to consider applications for Priority Admission over our normal Waiting List. Priority Admissions follow a recommendation from a professional (GP, Health Visitor, Social Worker) that early entry would be of benefit to the child concerned.

# **ANIMALS IN PRE-SCHOOL POLICY**

## **Policy Statement**

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

## **Procedures**

### **1. Animals in the setting as pets**

- We take account of the views of parents and children when selecting an animal or creature to keep as a pet in the Pre-School.
- Children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
- Staff wear disposable gloves when cleaning housing or handling soiled bedding.
- If animals or creatures are brought in by visitors to show the children, they are the responsibility of the owner.
- The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

### **2. 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 are cleaned of mud and debris and should not be worn indoors.

# CHILDREN'S RIGHTS AND ENTITLEMENTS POLICY

## Policy Statement

- We promote children's rights 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 rights to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.
- We promote children's rights 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.

## **CHILDREN'S RIGHTS AND ENTITLEMENTS POLICY (continued)**

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.

## COMPASSIONATE LEAVE POLICY

**The following Compassionate Leave Policy applies to The Grange Pre-School Staff:**

- You are entitled to take paid compassionate leave in the event of serious illness or death of a member of your immediate family (being a spouse or partner, child, stepchild, grandchild, parent, step-parent, parent-in-law, grandparent, brother or sister, stepbrother or stepsister, or brother or sister-in-law) of up to three consecutive days (excluding weekends) in any 12-month period.
- We may exercise our discretion to grant paid compassionate leave in respect of any other relative or close friend, depending on the circumstances of each case.
- If you are unable to return to work following a period of compassionate leave you should contact your Manager. It may be appropriate to take a period of annual leave or unpaid leave in those circumstances.
- We recognise that it may not always be possible to request compassionate leave in advance. However, where it is possible, you should make a request to your Manager. You should tell them the reasons for your request and the number of days leave you would like to take.
- Where it is not possible to request leave in advance, you should contact your Manager as soon as possible to tell them the reason for your absence and the number of days you expect to be absent. Someone can do this on your behalf if necessary.



# COMPLAINTS PROCEDURE

## Policy Statement

We aim to provide the highest quality education and care for all our children. We aim to offer a warm welcome to each individual child and their family and to provide a caring environment in which they can learn and develop as they play.

We believe that children and their parents are entitled to expect courtesy with prompt and careful attention to their needs and wishes. It is our intention to work in partnership with parents and the local community and we welcome suggestions on how we can improve our Pre-School.

We will give prompt and serious attention to any concerns about the running of our Pre-School and our fulfilment of the Early Years Foundation Stage (EYFS). We anticipate that most concerns will be resolved quickly by an informal approach to the Pre-School Manager. 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 Pre-School to a satisfactory conclusion for all of the parties involved.

## Procedures

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

## Making a Complaint

### Stage 1

- Any parent who has a concern about any aspect of the Pre-School's provision first of all talks over their concerns with the Pre-School Manager.
- Most complaints should be resolved amicably and informally at this stage.

### Stage 2

- If this does not result in a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting their concerns or complaint in writing to the Pre-School Manager and to the Chair of the Committee.

## **COMPLAINTS PROCEDURE (continued)**

- For parents who are not comfortable making written complaints, we can supply a template complaint form that may be completed together with either of the above named persons and then signed by the parent.
- During any investigation, all aspects of the written complaint will be stored in an investigation file designated for the complaint and stored confidentially.
- When the investigation into the complaint is completed, the parent will be informed of the outcome either in writing or in a meeting with the Pre-School Manager or Chair of the Committee.
- We will notify the parent of the outcome of the investigation within 28 days of having received the complaint.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Record.

### **Stage 3**

- If the parent is not satisfied with the outcome of the investigation, they should request a meeting with the Pre-School Manager and the Chair of the Committee. The parent may have a friend present if they so wish and the Pre-School Manager or Chair will have a member of the Pre-School Committee to support them. A Pre-School Administrator will be present to record the minutes of the meeting.
- An agreed written record of the meeting is made as well as a decision or action agreed as a result. All parties present at the meeting will be asked to sign the record and will receive a copy of it.
- The signed record signifies that the procedure has concluded.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Record.

### **Stage 4**

- If at the stage 3 meeting a conclusion cannot be reached, an external mediator will be invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. The mediator has no legal powers but can help define the problem, review the action so far and suggest further ways in which a resolution may be achieved.
- Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators.

## **COMPLAINTS PROCEDURE (continued)**

- The mediator keeps all discussions confidential. They can hold separate meetings with the Pre-School Manager and Chair of the Committee and with the parent, if this is deemed to be helpful. The mediator will keep a written record of any meetings and any advice given.

### **Stage 5**

- When the mediator has concluded their investigation, a final meeting will take place between the parent, the Pre-School Manager and the Chair of the Committee. The purpose of this meeting will be to reach a decision on the action to be taken to deal with the complaint. The mediator's advice will be used to reach this conclusion. The mediator can be invited to this meeting if it is deemed to be helpful.
- A record of this meeting will be taken by the Pre-School Administrator. Everyone present at the meeting will sign this record and receive a copy. This signed record signifies that the procedure has been concluded.

### **The Role of the Office for Standards in Education, Children's Services and Skills (Ofsted) and the BWSCB.**

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the Pre-School'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 the Early Years Foundation Stage (EYFS) are adhered to.
- The number to call Ofsted with regard to a complaint is:  
0300 123 1231
- The address to write to Ofsted is:  
Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

## **COMPLAINTS PROCEDURE (continued)**

- Further details are displayed on the Ofsted Parents Poster on our notice board in the lobby.
- If a child appears to be at risk, our setting follows the procedures of the BWSCB. in our local authority.
- In these cases, both the parent and Pre-School are informed and the Pre-School Manager works with Ofsted or the BWSCB. to ensure a proper investigation of the complaint, followed by appropriate action.

### **Records**

- A record of complaints against our Pre-School and/or the children and/or the adults working in our Pre-School 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 Complaints Record which is available for parents and Ofsted inspectors on request. This will include any action which was taken as a result of each complaint.
- A record of all complaints will be kept for at least 3 years from the date of the last record, and is accessible to Ofsted, parents and other officials upon request.
- If the Pre-School receives a complaint via Ofsted, parents will be informed by either a newsletter or a poster.

# CONFIDENTIALITY AND INFORMATION SHARING POLICY

## Policy Statement

In our Pre-School, 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 in accordance with General Data Protection Regulations (GDPR).

We maintain records and obtain and share information (with parents and carers, other professionals working with the child, the Children's Single Point of Access - CSPA and Ofsted as appropriate) to ensure the safe and efficient management of the Pre-School and to help ensure the needs of all children are met in accordance with GDPR.

We enable a two-way flow of information with parents and between providers, if a child is attending more than one setting. We incorporate parents' and carers' comments into children's records if requested.

When we are obliged to share confidential information, the decision to do this is made by the Pre-School Safeguarding Children Officer ("designated person") with the back-up of the Pre-School Chair of the Committee. 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 at risk of suffering, significant harm.
- To prevent significant harm arising to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

## Confidentiality and Access to Records

- Records are easily accessible and available. Confidential information and records about staff and children are held securely and available to those who have a right or professional need to see them.
- We are aware of our responsibilities under the Data Protection Act (DPA), GDPR and where relevant, the Freedom of Information Act.
- With the exception of child protection and safeguarding children records, parents and carers are given access to all records about their child. This is provided that no relevant exemptions apply to their disclosure under the DPA or GDPR.

## **CONFIDENTIALITY AND INFORMATION SHARING POLICY (continued)**

- All staff understand the need to protect the privacy of children as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

### **Information Sharing Procedures**

Our procedures on information sharing provides guidance to appropriate sharing of information with external professionals and agencies.

- We are honest and open. We explain to families how, when and why information will be shared about them and with whom. We seek consent to share information, unless it puts the child at risk or undermines a criminal investigation. In our Pre-School, we ensure parents:
  - receive information about our information sharing policy when starting their child in the Pre-School and they sign a form to say that they understand circumstances when information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult. This is on our “Protecting Children Form”;
  - have information about our Safeguarding Children and Child Protection Policy; and
  - have information about the 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.
- We seek advice when there are doubts about possible significant harm to a child or others. The Pre-School Manager contacts the CSPA for advice where they have doubts or are unsure.
- We share with consent where appropriate. We respect the wishes of children and parents not to consent to share confidential information. However, in the interests of the child, we know when it is reasonable to override their wish. Guidelines for consent are part of this procedure. The Pre-School Manager is conversant with this and is able to advise staff accordingly.
- We consider the safety and welfare of the child when making a decision about sharing information. If there are concerns regarding ‘significant harm’, the child’s well-being and safety is paramount.

## **CONFIDENTIALITY AND INFORMATION SHARING POLICY (continued)**

### **Consent**

We recognise that parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent may be overridden.

We consider the following questions when we need to share information:

- Is there legitimate purpose to 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 to share information?
- If consent is refused, or there are good reasons not to seek consent, is there sufficient public interest 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?

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

# COVID 19 POLICY

## Policy Statement

In our Pre-School, staff and managers continue to provide precautionary measures to minimize transmission risks of disease in the setting and our community during this pandemic. This policy defines the operating arrangements in place that assure compliance to the Government and leading bodies requirements with relation to the outbreak of a pandemic and will be reviewed regularly in line with government guidelines. We will continue to implement good hygiene practices as well as avoiding coming into contact with infected children and adults or anyone displaying Covid symptoms.

## Procedure

Our main areas of consideration are:

1. Protective measures for staff, children and visitors
2. Responding to a suspected case of Coronavirus

### 1. Protective measures for staff, children and visitors

Only staff, children and visitors who are fit and well can attend pre-school.

Anyone displaying symptoms of Coronavirus must not come into pre-school under any circumstances.

All visitors are required to sanitise their hands on entering the building and to wear a face covering if requested to, unless exempt from doing so.

All visitor details are recorded so that in the event of an outbreak with pre-school, visitors can be contacted by track and trace.

Children and staff are encouraged to wash their hands thoroughly, more often through the day using soap and water for a minimum of 20 seconds. Younger children will be helped with this process. Hand soap and sanitiser is available at various locations throughout pre-school.

We encourage children to a high standard of respiratory hygiene by promoting the "Catch it, Kill it, Bin it" approach. We ensure we have a good supply of tissues and bins at various locations throughout pre-school.

We maximise the use of our outdoor space, encouraging play and learning in the outdoor environment as much as possible. Doors and windows are open to ensure we maintain good ventilation.

Our enhanced cleaning schedule ensures frequently touched surfaces, toys, equipment and resources remain clean.

Toilets are cleaned regularly throughout the day and after being used by visitors.



Cont.

## **2. Responding to a suspected case of Coronavirus**

In the event of a child developing suspected Coronavirus symptoms whilst attending pre-school, they should be collected as soon as possible and isolate at home in line with the current NHS guidance. Whilst waiting to be collected they will be separated from others in a well ventilated room with one member of staff who will be required to wear appropriate PPE. The room will be cleaned thoroughly once the child has been collected.

In the event of a staff member developing suspected Coronavirus symptoms whilst attending pre-school, they should return home immediately and isolate at home in line with the NHS guidance. They should also follow current testing advice for themselves and their household.

Those who have Coronavirus symptoms should arrange for a PCR test and follow self-isolation guidelines.

Parents and staff must contact pre-school immediately to be made aware of the test results.

Where the child or staff member tests positive, they can return to pre-school and stop self-isolating if they meet the following conditions;

- they have finished their isolation period and their symptoms have gone
- they continue to have only a residual cough or loss of taste and smell.

The child or staff member should not return to pre-school if they still have a high temperature after 10 days or are otherwise unwell. They are advised to stay at home and seek medical advice.

Where the child or staff member tests negative, they may return to pre-school provided they do not have any symptoms and are well enough to attend.

In the event of a child or staff member testing positive, we will contact the DfE helpline and will be informed by them if any action is needed based on the latest public health advice. We will update parents/carers by text or phone call as soon as possible.

In the event of a positive case for a staff member, we will follow NHS Test and Trace in the workplace guidance and call the self-isolation service hub for advice.

In accordance with guidelines we will report any positive cases of Coronavirus within our pre-school to Ofsted and any other necessary authorities.

In the event the pre-school is required to close, parents will be notified as soon as is possible either by telephone, email or text message.

This policy is subject to change at short notice as required by NHS Test and Trace, HSE and the DfE.

# **DISCIPLINARY PROCEDURE**

**The following Disciplinary Procedure applies to The Grange Pre-School staff:**

## **General Principles**

The main purpose of this disciplinary policy is to encourage improvement in individual conduct where necessary. The procedure sets out the action, which will be taken by us when our rules are breached. The aim is to ensure fair and consistent treatment for all.

Minor conduct issues can generally be resolved informally. If this fails to bring about the necessary improvement or, due to the particular circumstances (for example, due to the seriousness of the allegation), this is inappropriate, the formal disciplinary procedure will be implemented.

The disciplinary procedure may be implemented at any stage if the alleged misconduct warrants such action. We also reserve the right to depart from the precise requirements of the procedure where it is appropriate to do so.

We reserve the right to change the disciplinary procedure as necessary. Application of the procedure is at our discretion and is not a contractual entitlement.

## **Suspension**

You may be suspended from your duties whilst your case is being investigated or during any subsequent disciplinary procedure. Suspension will normally be on full pay. The suspension will be for no longer than necessary and we will confirm the arrangements to you in writing. Whilst suspended, you should not visit our premises or contact any of our staff, pupils or their families, unless you have been explicitly authorised to do so.

Suspension is not a disciplinary sanction and does not imply that any decision has been made about your case.

## **Investigation**

An investigation of the circumstances of each case will be made to establish the facts before deciding whether to proceed with a disciplinary hearing. This may involve reviewing any relevant documents, interviewing you and any witnesses and taking witness statements. You must cooperate fully and promptly in any investigation. The amount of investigation required will depend on the nature of the allegations and will vary from case to case.

You do not have the right to bring anyone with you to an investigative interview. However, we may allow you to do so if it helps you to overcome a difficulty caused by a disability or any difficulty in understanding English.

## **DISCIPLINARY PROCEDURE (continued)**

### **Written Information**

If, following investigation, we determine that there are grounds for disciplinary action, we will inform you of the allegations being made against you and the basis for those allegations. This will normally include:

- A summary of relevant information gathered during the investigation;
- Documents which will be used at the disciplinary hearing; and
- Witness statements which will be used at the hearing, except where a witness's identity is to be kept confidential, in which case we will give you as much information as possible while maintaining confidentiality.

You will have a reasonable opportunity to consider the information before the hearing.

### **Disciplinary Hearing**

We will give you written notice of the date, time and place of the disciplinary hearing, which will normally be held between 3 and 5 working days after you receive the written notice.

You must take all reasonable steps to attend the hearing. Failure to do so without good reason may be treated as misconduct in itself. If you or your companion cannot attend at the time specified, you should inform us immediately and we will seek to agree an alternative time.

The purpose of the disciplinary hearing is to review the evidence and to enable you to respond to any allegations that have been made against you. Notes of the meeting may be taken. If you have a companion, he or she may make representations to us and ask questions, but cannot answer questions on your behalf. You may confer privately with your companion at any time during the hearing.

The disciplinary hearing may be adjourned if we need to carry out any further investigations. You will be given a reasonable opportunity to consider, as appropriate, any new information obtained before the hearing is reconvened.

We will inform you in writing of our decision (including details of any misconduct that it considers you have committed and the disciplinary sanction to be applied) together with the reasons for its decision. We will usually try and notify you of our decision within one week. We will also inform you of your right of appeal.

### **Disciplinary sanctions**

We aim to treat all employees fairly and consistently. The sanctions which may be applied are set out below. The sanction applied will reflect the severity of the incident and/or your prior disciplinary record. Each case will, therefore, be assessed on its own merits. Depending on the seriousness of the matter any of the following stages may be omitted.

## **DISCIPLINARY PROCEDURE (continued)**

### **Stage 1 - Written warning**

A written warning will often be the appropriate remedy for an isolated incident of misconduct, where you have no other active warnings on your disciplinary record.

The warning will set out the nature of the misconduct, the change in behaviour required and the likely consequences of further misconduct.

The warning will be placed on your personnel file and will usually remain active for 6 months from the date it is given (although we reserve the right to provide for a longer active period if it wishes in any particular case), after which time it will be disregarded in deciding the outcome of future disciplinary proceedings. Your conduct may be reviewed at the end of this period and if it has not improved sufficiently we may decide to extend the active period.

### **Stage 2 - Final written warning**

This is the most serious penalty short of dismissal. A final written warning will usually be given for misconduct where there is already an active written warning on your record or cases where there is no active written warning on file but we consider that the misconduct is sufficiently serious to warrant a final written warning.

The warning will set out the nature of the misconduct, the change in behaviour required and the likely consequences of further misconduct.

The warning will be placed on your personnel file and will usually remain active for 12 months from the date it is given (although we reserve the right to provide for a longer active period if it wishes in any particular case) or, if we decide that the matter is more serious, for a longer period. In exceptional circumstances verging on gross misconduct, a final written warning may state that it will remain active indefinitely. Your conduct may be reviewed at the end of this period and if it has not improved sufficiently we may decide to extend the active period. After the active period it will be disregarded in deciding the result of future disciplinary proceedings. You should understand the seriousness of the situation should you receive a final written warning.

### **Stage 3 – Dismissal**

We may decide to dismiss you in the following circumstances:

- misconduct where there is an active written warning or final written warning on your record; or
- gross misconduct regardless of whether you have received any previous warnings.

## **DISCIPLINARY PROCEDURE (continued)**

Gross misconduct will usually result in summary dismissal, which is dismissal without notice or payment in lieu of notice. In cases not involving gross misconduct, you may be given your full contractual notice period or payment in lieu of notice.

### **Alternative sanctions short of dismissal**

In appropriate cases we may consider some other sanction short of dismissal, such as:

- demotion;
- transfer to another department or job;
- period of suspension without pay;
- loss of seniority;
- reduction in pay;
- loss of future pay increment;
- loss of overtime.

These sanctions may be used in conjunction with a written warning or final written warning.

### **Appeals**

You have the right to appeal if you feel you have been unfairly disciplined. If you wish to appeal you must inform the Pre-School Chairperson in writing setting out the grounds of your appeal within 7 days of the date on which you were informed of the decision.

If you do this, we will give you written notice of the date, time and place of the appeal hearing, which will normally take place within one week after you receive the written notice. In cases of dismissal, the appeal hearing will be heard as soon as possible.

If practicable a more senior manager not previously involved in the disciplinary procedure will hear the appeal.

An appeal will not suspend or defer the effect of the previous disciplinary decision, including any dismissal, which will remain fully effective unless overturned on appeal.

Following the appeal hearing, we may confirm the original decision or revoke it, or alternatively, we may substitute a different disciplinary sanction. We will inform you in writing of our final decision. We will usually do so within one week of the appeal hearing. There will be no further right of appeal.

If your appeal against dismissal is successful, you will be reinstated with no loss of continuity or pay.

## **DISCIPLINARY PROCEDURE (continued)**

### **Gross misconduct**

Gross misconduct indicates an offence which is so severe that it completely removes our trust and confidence in you. A list of offences which may constitute gross misconduct are set out below. This list is not exclusive or exhaustive.

If you commit gross misconduct you will be summarily dismissed – that is without notice or pay in lieu of notice.

### **Examples of gross misconduct**

- theft
- fraud and deliberate falsification of records
- physical violence;
- serious bullying or harassment
- deliberate damage to property
- serious insubordination
- misuse of our property or name
- bringing The Grange Pre-School into serious disrepute
- serious incapability at work brought on by alcohol, illegal drugs or other substances
- serious negligence which causes or might cause unacceptable loss, damage or injury
- serious infringement of health and safety rules
- serious breach of confidence (subject to the Public Interest (Disclosure) Act)
- deliberately accessing internet sites containing pornographic, offensive or obscene material
- unlawful discrimination
- conviction of a criminal offence that in our opinion may affect our reputation or our relationships with our staff, pupils or the public, or otherwise affects your suitability to work for us
- serious breach of your duties, or deliberate breach of your contract or our procedures
- giving false information as to qualifications or entitlement to work (including immigration status)

## **DISCIPLINARY PROCEDURE (continued)**

### **Right to be accompanied**

At all stages of the disciplinary process you have the right to be accompanied at hearings by a trade union representative or co-worker. Your companion may speak on your behalf at any hearing but may not answer questions in your place. If you elect to be accompanied at a meeting, you should notify us in advance of the identity of your companion so that arrangements can be made to cover their duties where necessary. If your choice of companion is unreasonable, we may ask you to choose someone else. We may at our discretion allow you to bring a companion who is not a co-worker or trade union official (for example a member of your family) where this will help overcome a particular difficulty caused by a disability or where you have difficulty understanding English.

### **General**

Each step in the procedure will be taken without unreasonable delay and hearings will be held at reasonable times and locations.

We will keep records detailing the nature of any breach of disciplinary rules or unsatisfactory performance, your defence or mitigation, the action taken and the reasons for it, whether an appeal was lodged, its outcome and any subsequent developments. We will keep these records confidential.

All employees must treat as confidential any information communicated to them in connection with an investigation or disciplinary matter (including any appeal of any decision taken in relation to that disciplinary matter).

You are not permitted to make any electronic recordings of any investigative, disciplinary or appeal hearings.

## EARLY YEARS FOUNDATION STAGE (EYFS) FRAMEWORK

The **Early Years Foundation Stage (EYFS)** is how the government and early years professionals describe the time in your child's life between birth and age 5.

This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years' experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.

As a pre-school registered to deliver the EYFS, we must follow a legal document called the Early Years Foundation Stage Framework. It sets out:

- The legal welfare requirements that everyone registered to look after children must follow to keep your child safe and promote their welfare.
- The 7 areas of learning and development which guide professionals' engagement with your child's play and activities as they learn new skills and knowledge.
- Assessments that will tell you about your child's progress through the EYFS.
- Expected levels that your child should reach at age 5, usually the end of the reception year; these expectations are called the "Early Learning Goals (ELGs)".

### Children's Development and Learning

Our Pre-School reflects the four guiding themes and principles of the EYFS:

**A Unique Child** – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self assured.

**Positive Relationships** – Children learn to be strong and independent through positive relationships.

**Enabling Environments** – Children learn and develop well in enabling environments in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

**Learning and Development** – Children develop and learn in different ways. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.



# **EARLY YEARS FOUNDATION STAGE (EYFS) FRAMEWORK**

**(continued)**

## **How we provide for Development and Learning**

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through the 7 areas of development and learning which comprise:

### **Prime Areas**

- personal, social and emotional development;
- physical development;
- communication and language;

### **Specific Areas**

- literacy
- mathematics
- understanding the world
- expressive arts and design

For each area, the level of progress children should be expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education.

The 'Development Matters' guidance sets out the likely stages of progress a child makes along their learning journey towards the early learning goals. Our Pre-School has regard to these matters when we assess children and plan for their learning.

The 7 areas are used to plan your child's learning and activities. Your child's key person will make sure that the activities are suited to your child's unique needs. This is a little bit like a curriculum in primary and secondary schools but it is suitable for very young children. It is also designed to be really flexible so that key persons can follow your child's unique needs and interests.

# **EARLY YEARS FOUNDATION STAGE (EYFS) FRAMEWORK**

**(continued)**

## **Our Approach to Learning and Development and Assessment**

### **Learning through Play**

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our Pre-School uses the Early Years Foundation Stage 'Development Matters guidance to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the Development Matters guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

### **Characteristics of Effective Teaching and Learning**

We understand that all children engage with other people and their environment through the characteristics of effective teaching and learning that are described in the Development Matters guidance to the Early Years Foundation Stage as:

- playing and exploring - engagement
- active learning - motivation
- creating and thinking critically - thinking

We aim to provide for the characteristics of effective teaching and learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

### **ASSESSMENT**

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We share this with you regularly through your child's learning journal (Record of Achievement). We believe that parents know their children best and we ask you to contribute to assessment by sharing information about what your children like to do at home and how you as parents are supporting development.

# **EARLY YEARS FOUNDATION STAGE (EYFS) FRAMEWORK**

**(continued)**

## **Records of Achievement**

We keep a record of achievement for each child. Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. Your child's record of achievement helps us to celebrate together your child's achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work with you to keep this record. To do this you will both collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage.

## **The Progress Check at Age Two**

The Early Years Foundation Stage (EYFS) requires that we supply parents and carers with a short written summary of their child's development in the three prime learning and development areas of the EYFS: personal, social and emotional development; physical development; and communication and language; when a child is aged between 24 - 36 months.

If your child has attended Pre-School for a full term prior to turning 3 years old, then we will work with you to produce a summary of how your child is progressing. The key person is responsible for completing the progress check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals. The progress check:

- aims to review the child's development and ensures that parents have a clear picture of their child's development.
- notes areas where the child is progressing well and identify areas where progress is less than expected.
- 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).
- enables the key person to plan activities to meet your child's needs within the Pre-School. The key person will support you to understand your child's needs in order to enhance their development at home.

## **EARLY YEARS FOUNDATION STAGE (EYFS) FRAMEWORK**

**(continued)**

You might find it useful to share the information from the progress check with other professionals such as health visitors (who can use it as part of the health and development review).

### **Transfer Records**

If and when your child leaves us to move onto either another setting or onto primary school, we will then work with you to produce a “Transfer record”, recording information on your child’s current learning and development success and particular interests they may have. All reports and other documents will be shared with you firstly and permission sought from you before sending them onto school.

Please also see our “Transition Policy”.

### **Early Years Foundation Stage Profile (EYFSP)**

At the end of the EYFS – in the final term of the year in which your child reaches age 5 – teachers complete an assessment which is known as the EYFS Profile (EYFSP). This assessment is carried out by the reception teacher and is based on what they, and other staff caring for your child, have observed over a period of time.

Another important part of the EYFS Profile is your knowledge about your child’s learning and development, so do let your child’s class teacher know about what your child does with you: such as how confident your child is in writing their name, reading and talking about a favourite book, speaking to people your child is not so familiar with or their understanding of numbers.

All of the information collected is used to judge how your child is doing in the 7 areas of learning and development. Finding out at this stage how your child is doing will mean that the teacher your child has in their next school year – year 1 – will know what your child really enjoys doing and does well, as well as helping them decide if your child needs a bit of extra support, what that support should be and if they are already getting it.

The school will give you a report of your child’s progress, including information from his or her EYFS Profile.

# **EMERGENCY CLOSURE OF SETTING POLICY**

## **Policy Statement**

It is our aim to ensure that The Grange Pre-School stays open whenever possible. However, in the event of exceptional circumstances which cause a breach of either the Early Years Foundation Stage (EYFS) welfare requirements and/or our Ofsted registration or the requirement by the Local Government Authorities or Public Health England to close the setting, The Grange Pre-School will not open.

## **In order to operate we must meet the following criteria:**

- Law enforcement orders.
- The EYFS welfare requirements.
- The requirements of our insurance policy.
- The number of qualified staff required.
- Appropriate staff: child ratios.
- The risk assessment of the physical environment of our setting.
- Our ability to safeguard the children in our care in the event of a critical incident, flu pandemic or virus.

## **An exceptional circumstance is defined as something which has happened beyond our normal level of control such as:**

- Enforced closure of the setting by Local Government Authority or Public Health England to prevent the spread of a pandemic flu/virus.
- Lack or failure of heating which would cause the Pre-School to be unable to maintain a reasonable temperature in the building.
- Accidental damage or vandalism to the setting making it unfit for purpose.
- Failure in supply of services (water, sewerage, electricity, gas).
- Inadequate staff; child ratios due to staff illness.
- Extreme weather conditions such as snow, flood or storm.

## **Unexpected closure before a session**

On discovering that a scheduled session is not able to run, the following procedure will be implemented:

- The Manager / Deputy or Administrator will contact parents immediately to inform of session closure and reason.

## **EMERGENCY CLOSURE OF SETTING POLICY (continued)**

- An unexpected closure poster will be displayed on main door and a note placed on the home page of the Pre-School website. If possible, it will also be announced on the local radio stations (Radio BBC Berkshire and Heart FM).

The Manager or Deputy will inform the following organisations where necessary: Ofsted, Brighter Futures for Children and the insurance company.

### **Unavoidable closure during a session**

- If necessary, children will be evacuated to Southcote Primary School.
- Parents will be contact using their given mobile contact details.
- Parents will be contacted to collect their children as soon as possible.
- In the event that we are not able to contact a parent, two members of staff will stay with the child until contact is made and the child is collected. (We may also contact the Children's Single Point of Access for advice if we are unable to make any contact with a parent or carer).

### **Session fees**

If we have had to implement our Emergency Closure of Setting policy before a session (and have therefore been unable to provide a full session), we will refund the session fee paid.

This applies to those children who are not in receipt of Early Years funding and have paid the appropriate session fee. This refund will be in the form of a credit against the next invoice due.

# EMERGENCY EVACUATION PROCEDURE

## Policy Statement

Our Emergency Evacuation Procedure is displayed in the main playroom, on the notice board.

### IF YOU DISCOVER A FIRE OR OTHER EMERGENCY SITUATION:

- Immediately and continuously blow your whistles
- Staff to evacuate the building of all children and visitors, checking their immediate surrounding area on their way out of the building using the nearest Fire Exit.
- Most senior member of staff present to collect the Register, Visitor's Book, Mobile phone and grab bag. Another senior member of staff to check all areas of the building including the toilets, cloakroom.
- **USE THE NEAREST FIRE EXIT. DO NOT STOP TO COLLECT PERSONAL BELONGINGS. DO NOT RE-ENTER THE BUILDING UNTIL INSTRUCTED TO DO SO BY A FIRE OFFICER.**
- Staff to assemble children outside on the green area opposite the pre-school car park to count children, staff and visitors to ensure it matches with the register to be taken by the most senior member of staff present.
- Most senior member of staff present to ring the emergency services using a mobile phone.
- Most senior member of staff present to send a member of staff to meet the emergency services. Once the decision has been made to call the emergency services, the most senior member of staff to take all children, visitors and remaining staff to Southcote Primary School office where the school will suggest suitable shelter.
- Once everyone is settled in a safe place at Southcote Primary School, the most senior member of staff present to initiate parent contact using the contact list in the register or grab bag.
- All staff to stay with the children until they have all been collected.

**\*\* If the Emergency Evacuation Procedure happens during drop-off or collection time, a senior staff member will send another member of staff outside the front of the building to advise any parents or carers not to enter the building. Parents are to be directed to evacuate the area using the most suitable exit. \*\***

# **EMPLOYMENT, INDUCTION AND STAFFING POLICY**

## **Policy Statement**

We meet the Safeguarding and Welfare requirements of the Early Years Foundation Stage (EYFS) ensuring that our staff are appropriately qualified and we carry out checks for criminal and other records through the Disclosure and Barring Service (DBS) in accordance with statutory requirements.

We provide a staffing ratio in line with the Welfare requirements of the Early Years Foundation Stage (EYFS) to ensure that children have sufficient individual attention and to guarantee care and education of a high quality.

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.

## **EMPLOYMENT 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.
- Candidates are interviewed by a panel made up of 3 representatives of the Management Committee, 1 of whom has attended the Safer Recruitment training.
- We use Ofsted guidance on obtaining references and enhanced criminal record checks through the DBS for all staff (including the Pre-School Manager) and regular volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act for the vetting and barring scheme.
- We make decisions of suitability using evidence from:
  - Enhanced DBS Disclosure;
  - references;
  - full employment history;
  - qualifications;
  - interviews;



## **EMPLOYMENT, INDUCTION AND STAFFING POLICY (continued)**

- identity checks;
- any other checks undertaken, for example medical suitability.
  
- We keep all records relating to employment of staff and regular volunteers, including staff qualifications and the identity checks and vetting procedures that have been completed (including enhanced DBS Disclosure, the reference number, the date the disclosure was obtained and details of the company who obtained it).
- 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.
- 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. We will provide Ofsted with the relevant information leading to the disqualification of the employee within 14 days.
- We require all new staff and regular volunteers to join the DBS update service.

### **Changes to Staff**

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

### **Training and Staff Development**

- Our Pre-School Manager and Deputy hold the CACHE Level 3 Diploma in Pre-School Practice or an equivalent qualification. A minimum of half of our staff in any session hold the CACHE Level 2 Certificate in Pre-School Practice or an equivalent or higher qualification.
- The Pre-School Manager must have at least two years' experience of working in an early years setting.
- The named Deputy Manager must be capable and qualified to take charge in the Manager's absence.
- We provide effective supervision for all staff. This gives staff the opportunity to discuss any issues, identify solutions to address issues as they arise and to receive coaching to improve their effectiveness.
- We ensure all staff have sufficient understanding and use of English to ensure the well-being of children in their care.

## **EMPLOYMENT, INDUCTION AND STAFFING POLICY (continued)**

- We provide regular in-service training to all staff through Brighter Futures for Children, external agencies and in-house training.
- The Pre-School budget allocates resources to training.
- We support the work of our staff by holding regular supervision/one-to-one meetings.
- We carry out regular staff appraisals to identify any training needs and secure opportunities for continued professional development for staff.
- We support staff to improve their qualification levels wherever possible.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

### **Staff Taking Medication or 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.
- All medication, prescribed or otherwise, must be stored safely by staff or volunteers in their bag and kept out of reach of the children at all times.
- 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 the contract of employment.

## **INDUCTION OF STAFF AND REGULAR VOLUNTEERS**

### **Procedures**

- We provide staff induction training in the first week of employment. This induction includes but is not limited to our:

## **EMPLOYMENT, INDUCTION AND STAFFING POLICY (continued)**

- Health and Safety Policy: 1) Risk Assessment, 2) General Standards, 3) Health & Safety in the Workplace, 4) Fire Safety & Emergency Evacuation and 5) Food Hygiene
- Safeguarding Children and Child Protection Policy
- Valuing Diversity and Promoting Equality Policy
- Confidentiality and Information Sharing Policy
- Emergency Evacuation Procedure
- Other policies and procedures will be introduced within our induction plan (see below).
- All new permanent members of staff are required to undertake an approved Safe Guarding eLearning Course as part of their induction training.
- We have an 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 and fire procedures.
  - Ensuring our policies and procedures have been read and are carried out.
  - 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 lasts two weeks. The Pre-School Manager or Deputy inducts new staff and regular volunteers. The Chair of the Committee inducts a new Pre-School Manager.
- 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.

## **STAFFING AND RATIOS**

### **Procedures**

- We deploy our staff to meet the needs of all children, providing them with adequate supervision and ensuring their safety. We inform parents about staff deployment.
- 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.

## **EMPLOYMENT, INDUCTION AND STAFFING POLICY (continued)**

- 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.
- Our staff ratios are normally in excess of those shown above.
- Only those aged 17 or over may be included in ratios (any staff under the age of 17 are supervised at all times).
- We may include students on long term placements and volunteers aged 17 or over in ratios where we are satisfied that they are competent and responsible.
- A minimum of two staff/adults are on duty at any one time. At least one of these holds a full and relevant level 3 qualification.
- At least one member of staff who holds a current paediatric first aid certificate must be on the premises at all times when children are present, and must accompany children on outings.
- We use a key person approach to ensure that each child forms a relationship and who plans with parents for the child's well-being and development in the setting. The key persons meet regularly with the family for discussion and consultation on their child's progress and offer 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.

# ENTRY & EXIT PROCEDURE

## Policy Statement

There is a set procedure in place to safeguard children and adults on arrival to and departure from the Pre-School building. Pre-School staff are trained in all aspects of this procedure and have responsibility for ensuring that it is implemented.

Other helpers in the Pre-School are also aware of this procedure. However, students, committee members, parent helpers and volunteers are instructed not to open the door to visitors to the Pre-School building or release any children from Pre-School.

## At the start of each session:

- Children are welcomed into the building through the lobby door by a staff member.
- A designated member of staff is appointed “door duty” to ensure children do not leave the building once they have come in.
- A different designated member of staff is given responsibility for the Register and marks children into the Register once all children have arrived.
- The numbers are noted on the “Number of Children in attendance board,” on the notice board. Staff then have a visual record of the total number of children in the building to refer to at any time. For example, in the event of an emergency evacuation, this list is used to initially ensure that the correct numbers of children have left the building
- Staff mark themselves into the Staff Register on arrival into the building.
- Staff ensure that any visitors present at the start of the session, including parent helpers, are signed into the Visitors Book (and signed out when they leave).

## During the session:

- If a child is brought to Pre-School after the session has started, the child is immediately marked into the register with the time of the child’s arrival. This ensures that the register is correct at all times. The “Number of Children on attendance board” is also updated straightway. This is the responsibility of the member of staff who welcomed the child into the setting.

If a staff member arrives during the session, they mark themselves into the Staff Register with their time of arrival. This ensures that the Staff Register is correct at all times.

## **ENTRY & EXIT PROCEDURE (continued)**

- If a parent or visitor arrives during the session, the visitor is signed into the Visitors Book. If a child is collected by a parent or carer prior to the end of a session, the time of the child's departure is immediately marked in the register. This ensures that the register is correct at all times. The "Number of Children on attendance board" is also updated straightaway. This is the responsibility of the member of staff who oversees the departure of the child.
- If a staff member leaves before the end of a session, they mark themselves out of the Staff Register with their time of departure. This ensures that the Staff Register is correct at all times.
- If a parent or visitor leaves before the end of a session, the visitor is signed out of the Visitors Book. This is the responsibility of the member of staff who oversees the departure of the visitor.

### **At the end of the session:**

- At the end of the session, children leave the building one at a time via the lobby door. A designated member of staff ensures each child is safely handed over to the correct parent or carer and that no child leaves the premises unsupervised. An additional member of staff is located at the main door to ensure no child leaves the premises unsupervised.
- Staff ensure that children are only collected by those adults who are authorised to do so on the child's Personal Details Form. If this is not the usual parent or carer who collects the child, or if the person is unfamiliar to staff members, staff then ask that person for their name and the child's unique password which is stated on the Personal Details Form. If a member of staff has a concern with any person collecting the child, they refer this to the most senior staff member in the session who then calls the parent for confirmation.

### **Visitors to the Setting**

- We take all reasonable steps to prevent unauthorised persons from entering the building. We request proof of identity for all business, contractors and professional visitors, for example, sight of their official company identification badge, before allowing them into the building. We reserve the right to ring employers for verification of their identity as an additional measure.
- All parents and visitors (including children of those visitors) are signed into our Visitor's Book. We make all parents and visitors aware of our "Emergency Evacuation Procedure".
- Children of visitors must stay with them at all times whilst on the premises and remain the responsibility of their parents.
- All parents and visitors are advised that they must not use their mobile phones or cameras whilst on the premises.

# FACEBOOK POLICY

## Policy Statement

Our Pre-School aims to ensure that our service, children, educators and families are not compromised on any form of social networking or related websites. However, we acknowledge that social media can play a vital role in maintaining communication with families and the local community.

## Procedure

The Grange Pre-School Facebook Page has been implemented as an additional means of communication between the pre-school and our families. The following conditions will be put in place to ensure the privacy, dignity and rights of the service, children, educators and families.

All users (all people accessing our page) interacting with our Facebook page, by either liking or commenting on posts must do so using a Facebook account that clearly identifies them by their real name. Approval is required before joining. Three questions will be asked and then verified prior to approval.

Photographs of children attending our pre-school will not be uploaded onto our page.

While using our page, users are expected to ensure that they:

- respect the rights and confidentiality of others,
- do not impersonate or falsely represent another person
- do not bully, intimidate, abuse, harass or threaten others
- do not make defamatory comments
- do not use offensive or threatening language or resort to personal abuse towards each other or members of the pre-school community
- do not post content that is hateful, threatening, pornographic or incites violence against others
- do not harm the reputation and good standing of The Grange Pre-School or those within its community
- respect others rights to privacy by not uploading any films or photographs taken of the pre-school community during approved pre-school events
- for security/privacy reasons no screenshots of sensitive information may be shared.

Users who are deemed to be using our Facebook page inappropriately, particularly in the above mentioned ways, will be blocked by administrators and reported if necessary.

## **FACEBOOK POLICY (continued)**

Administrators will be named on our page and will consist of the pre-school Manager, Finance and Administration Officer and a member of the Committee. These members may be changed and updated as required.

Our page must not be used for the promotion of personal financial interests, commercial ventures, personal campaigns or to promote other businesses; however our page may be used to thank local businesses for their support of our pre-school. All posts by members will be verified by admin before posting.

Names of companies and individuals can be used in comments when you wish to acknowledge someone's great work or community contribution.

### **Breach of the Policy**

All reports of cyber bullying and other technology misuses will be investigated fully and may result in a notification to the Police or appropriate governing bodies where the pre-school is obliged to do so. User's must be aware that in certain circumstances where a crime has been committed, they may be subject to a criminal investigation by the Police over which the pre-school has no control.

Any concerns or suspicions over the breach of this policy should be brought to the immediate attention of any of the Administrators of the Facebook page either via email, telephone or face to face contact and not be addressed on the site. Such incidents will be dealt with at the discretion of the Management Committee.



## **FEES POLICY**

### **Policy Statement**

Our Pre-School is a charity and as such, our aim is to run our finances at a suitably sustainable level. We do not aim to make a large profit but to develop a healthy surplus in order to maintain our building, enhance our stock of equipment and to retain contingency funds. To introduce a fee policy that is fair and reasonable for all families.

We claim funding from Reading Borough Council for the first 15 hours of attendance of each child over three years old at the start of each term (the Early Years Universal Entitlement), 15 hours funding for eligible two year olds and 30 Hour Extended funding for eligible 3 and 4 year olds.

We charge fees to cover hours not covered by the EYE in order to fund staff and other Pre-School resources.

### **Methods**

We recognise that the cost of registered childcare may seem expensive to a parent/carer. However, providing a high quality, safe and stimulating service for children is expensive and to ensure the continued high standards and sustainability of the service we must ask that parents/carers respect our policy in respect to fees.

### **Setting Fee Amounts**

The level of fees will be set by the Pre-School committee and be reviewed in light of the settings financial position. If the hourly rate is increased this will be communicated to parents/guardians by a letter.

### **Early Years Entitlement (EYE)**

The Grange Pre-School is in receipt of EYE for two, three and four year olds. Funding for 2 year olds is based on specific criteria which is available on required. 3 and 4 year old funding is available the term following your child's third birthday. EYE will fund 15 hours a week for a maximum of 38 weeks per year. To access this funding you need to complete an EYE registration form and provide a copy of your child's birth certificate and proof of address. Please note, there are three 'cut off' points during the year. Children who are three years old before 31st March will qualify for the summer term, 31st August will qualify for the autumn term and 31st December will qualify for the spring term. All fees charged relate to hours or weeks not funded by EYE.

## **FEES POLICY(continued)**

### **30 Hours Childcare Extended Entitlement Funding**

The Grange Pre-school is registered as a provider of 30 Hours Childcare Extended Entitlement Funding for all eligible 3 and 4 year olds. The criteria required for these additional 15 hours entitlement can be found on the Governments HMRC website or by visiting the Family Information Service.

All parents/carers wishing to take up the 30 Hours Extended Entitlement Funding will be required to complete a 30 Hours Extended Entitlement Parental Agreement form before being accepted by The Grange Pre-school into their scheme.

### **Timetable and Procedure for Raising Invoices**

- Fees are charged each term for all hours not covered by the EYE, namely where either:
  - the child has not reached their third birthday by the start of term; or
  - the child attends the setting for more than 15 hours per week.
  - the child attends lunch clubs.
- All fees are due in advance for the whole school term. All fees received go towards the day to day running costs of the Pre-School.
- Fees are calculated and invoices raised by the Finance Officer at the beginning of each term, by calculating the total number of hours the child is expected to attend the setting and deducting those hours covered by the EYE (if any).
- Invoices are placed in each child's drawer and addressed to the parent(s) or guardian(s).
- Ad hoc attendance may be dealt with by paying the Pre-School Finance Officer for those hours.

### **Payment Terms and Methods**

- Payments of fees are required within fourteen days of the invoice date.
- Payment can be made by cash or BACs. The Pre-School's bank details will be shown on all invoices to encourage electronic payment.
- Payments by cash must be passed to the Finance Officer or person in charge.
- Childcare vouchers from your employer.
- Cash payments may be retained in cash tin until banking is completed.
- If paying weekly, the previous weeks fees must be paid before the child attends the following week.

## FEES POLICY (continued)

### Sickness

If a child is absent due to sickness or other reasons the fee will remain in place as the Pre-School will have kept their place open and still have to employ and pay staff. In the case of continuing illness please speak to the Finance Officer as fees for such absences are at the discretion of the Pre-School and will be consulted with the Management Committee.

### Holidays

As a charity, we are, unfortunately, unable to offer reduced rates for holidays. Therefore, if your child is taken out of Pre-School to go on holiday, the sessions he/she misses will still be invoiced as normal. The Pre-School is currently closed on all Bank Holiday and inset days thus no fee is collected for these days.

### Late Payment of Fees

Should a problem arise concerning payment of fees parents should speak to the Pre-School Finance Officer as soon as possible to enable the Pre-School to come to an agreement regarding payment. Confidentiality will be assured.

Fees are charged at a competitive rate and should be paid promptly at the beginning of each term for all the sessions that the child will attend in that period (unless alternative arrangements have been agreed). A £10.00 late payment fee will be added to the invoices after the 14 day period.

### Non-Payment of Fees

Where payments of fees are not received within the payment terms, the following actions will take place:

#### Age of Unpaid Fee

#### Action to be Taken

14 days	<b>First</b> reminder will be issued to parent(s) / guardian(s) either verbally by text or e- Mail as a reminder that fees are two weeks late. It will request for payment be made within 7 days. A <b>£10.00</b> late payment fee will be added to the invoices after the 14 day period.
21 days	The Finance Officer will issue <b>second</b> reminder by letter to parent(s)/guardian(s). Stating that payment has still not been received and request that fees to be paid within 7 days upon receipt of the letter

## FEES POLICY (continued)

28 days	The Management Committee will be informed of outstanding fees. A <b>third</b> letter will be sent requesting payment within 7 days and set a date for the possible withdrawal of the child from the setting and consider whether to commence legal action in respect of the fee.  A second late payment fee charge of <b>£10.00</b> will be added to the invoices after the 28 day period.
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- It is expected that unpaid balances exceeding £250 will usually be subject to legal action. This will be communicated to the parent(s)/guardian(s) by the Committee together with a final request for payment within 7 days.
- Standard letters/text and e-mails have been prepared to use by the Finance Officer for 14 day and 21 day actions above.
- Failure of the parent(s)/guardian(s) to pay the fees by the date set will result in the withdrawal of the child from the setting until the outstanding fee is paid. Any child who is receiving Nursery Education Funding will be able to remain at Pre-School for their funded hours only.
- Fees remain payable even if the child has been withdrawn.
- E-mail may be used as an alternative for letters for first and second reminders if an email address is held for the parent(s)/guardian(s).
- A payment plan will be issued following the third letter to state the terms of payment and signed and agreed by the parent/Guardian and the Management committee.
- Late payments of fees will constitute a breach of the Pre-School childcare agreement and may result in the termination of your child's place at Pre-School.

### Working Tax Credit

If you receive Working Tax Credit you may be able to get help towards the cost of child care. For further details contact the tax credits helpline on 0845 300 3900 or visit the HM revenue & customs (HMRC) website ([www.hmrc.gov.uk/taxcredits](http://www.hmrc.gov.uk/taxcredits))

### Termination of the Contract

We reserve the right to terminate the contract without notice in the event of unsuitable behaviour for parents or non payment of fees following the non payment procedure. At all other times one months notice in writing will be given.

If you wish to terminate your contract with The Grange Pre-School a 4 week notice in writing is required.

## **FEES POLICY (continued)**

### **End of academic year**

You must inform the Pre-School when your child has been offered a place at Primary school.

We will presume this place has been accepted unless we receive written confirmation from you to inform the pre-school otherwise.

# FOOD & DRINK POLICY

## Policy Statement

We regard snack and meal times as an important part of the Pre-School day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating and 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 Pre-School:

- Before a child starts at Pre-School, we find out from parents their children's dietary needs and preferences, including any allergies. (See the Managing Children with Allergies Policy.)
- We record information about each child's dietary needs on their Registration Form and parents sign this 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. Parents sign the up-dated Registration Form to signify that it is correct. However, it is ultimately the parent's responsibility to inform us if their child's dietary needs have changed since they originally completed the Registration Form.
- We display current information about individual children's dietary needs on our "Dietary and Allergy Lists" 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 provide nutritious vegetarian food for all snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We include a variety of foods from the four main food groups:
  - vegetarian protein alternatives;
  - dairy foods;
  - grains, cereals and starch vegetables; and
  - fruit and vegetables.
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- Parents are made aware of the above so that no nuts, anything containing nuts or nut products are accidentally brought in, for example, for their child's packed lunch - see our separate "Lunch Club Policy" - or for a birthday.

## **FOOD AND DRINK POLICY (continued)**

- A cake to celebrate a birthday is welcome. It can be shop bought or homemade but must not contain any nuts or nut products. The cake must therefore be supplied with a list of ingredients.
- We are especially vigilant where we have a child who has any known allergy.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
- 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 their diet or allergy.
- We organise snack times so that they are social occasions in which children and staff participate.
- We use 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 ask parents to bring a named bottle of water in for their child on a daily basis.
- We give parents who provide food for their children information about suitable containers for food.
- In order to protect children with food allergies, we do not allow children to share or swap their food with one another.
- For children who drink milk, we provide semi skimmed pasteurised milk.

### **Packed Lunches**

Children who attend Lunch Club are required to bring a packed lunches. We:

- ask parents to bring their child's packed lunch on the day of the Lunch Club session to ensure maximum freshness and to comply with food hygiene regulations;
- ask parents to ensure that their child's lunch box contains an ice pack to keep food cool;
- ask parents to place their child's lunch box on the kitchen hatch each morning;
- inform parents of our policy on healthy eating;
- inform parents of any other foods that we cannot currently allow due to allergies;
- encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts such as yoghurt or crème fraîche. We discourage sweet drinks and can provide children with water or milk;

## **FOOD AND DRINK POLICY (continued)**

- discourage packed lunch contents that consist largely 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;
- ensure staff sit with children to eat their lunch so that the mealtime is a social occasion.

Please see also our separate "Lunch Club Policy".

### **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.



## **GRIEVANCE PROCEDURE**

**The following Grievance Procedure applies to The Grange Pre-School staff:**

- It is our policy to ensure that any employee with a grievance has access to a procedure, which can lead to a speedy resolution of the grievance in a fair manner.
- Most routine complaints and grievances are best resolved informally in discussion with your immediate line manager – the Pre-School Manager.
- Where the grievance cannot be resolved informally it will be dealt with under the following procedure.
- Application of this procedure is, however, at our discretion and is not a contractual entitlement. We reserve the right to depart from the precise requirements of this procedure where it is appropriate to do so. The procedure may also be discontinued if it becomes impracticable for either party to continue with it.
- In addition, this procedure should not be used to complain about disciplinary action that we have taken against you. If you are dissatisfied with any disciplinary action, you should submit an appeal under the disciplinary procedure.

### **The Procedure**

#### **Step 1: You give us a written statement of your grievance**

If you have a grievance arising from your employment which has not been resolved through informal discussions, you must raise this in writing setting out the nature and basis of your complaint, and send it to the Pre-School Manager. If your grievance concerns the Pre-School Manager or if you feel, for any other reason, that it is inappropriate to raise your grievance with the Pre-School Manager, you should raise the grievance with the Pre-School Chairperson.

#### **Step 2: Grievance Meeting**

On receiving details of a formal grievance, we will invite you to attend a meeting to discuss the grievance, which will be held as soon as practicable following the grievance being raised. You must take all reasonable steps to attend the meeting, the timing of which may depend on whether we have to carry out an initial investigation into the grievance. In some situations we may need to seek additional clarification from you regarding your grievance. This may involve interviewing you and any witnesses, if appropriate, prior to the meeting.

At the meeting you will have an opportunity to outline the nature of your complaint, to discuss it with us and to indicate how you believe it should be resolved.

## **GRIEVANCE PROCEDURE (continued)**

The complaint will then be given careful consideration by the manager hearing the grievance, prior to a response being communicated to you. There may be a need to conduct further investigations and/or to hold additional meetings.

As soon as possible after the meeting we will inform you in writing of the decision taken in response to the grievance and, where appropriate, providing an explanation of the reasons for the decision. You will also be informed of your right to appeal against the decision if you are not satisfied with it.

### **Step 3: Appeal**

You may appeal in writing against the decision to the individual specified in the letter confirming the outcome of the grievance meeting. This should be done within 5 working days of receipt of our decision. Your letter should contain your full grounds of appeal.

We will then invite you to an appeal meeting. You must take all reasonable steps to attend the meeting. If reasonably practicable, a more senior manager who has not been involved in the grievance procedure so far will deal with the appeal.

The appeal meeting is not intended to repeat the investigation undertaken prior to the grievance hearing, but to focus on specific factors which you may feel have not received sufficient consideration.

As soon as possible after the meeting, we will inform you in writing of our decision, which will be final.

### **Right to be accompanied**

You will have the right to be accompanied at the grievance meeting and any grievance appeal meeting by a work colleague or a trade union representative. Your representative may make representations to us and ask questions but he/she may not answer questions on your behalf. You may confer privately with your companion at any time during the meeting.

A meeting at which you are entitled to be accompanied may be postponed, at your request, for up to 5 working days if your chosen companion is not available to attend on the date set for the meeting in question. You must tell the person holding the meeting who your chosen companion is, in good time before the meeting.

In some circumstances your choice of companion may not be allowed for example, anyone who may have a conflict of interest, or whose presence may prejudice the meeting.

## **GRIEVANCE PROCEDURE (continued)**

We may at our discretion, allow you to bring a companion who is not a fellow worker or union official (for example, a member of your family) where this will help overcome a particular difficulty caused by a disability or where you have difficulty understanding English.

### **General**

All proceedings will, as far as possible, remain confidential. You are not permitted to make any electronic recordings of any investigative meetings, grievance meetings or appeal meetings. Your representative or any companions or witnesses who accompany you to any meetings are also forbidden from making electronic recordings.

We will try out each step in the procedure without unreasonable delay and arrange meetings at reasonable times and locations.

If at any stage it is not possible to provide a decision within the specified time period, you will be informed of the reason for the delay and the likely date on which a decision will be provided to you.

Records should be kept detailing the nature of the grievance raised, our response, any action taken and the reasons for it. These records will be kept confidential.

# HEALTH AND SAFETY POLICY

The person with overall responsibility for ensuring our Health and Safety Policy is implemented is the Pre-school Manager. Also responsible for Health and Safety is the Deputy Pre-School Manager. Their roles are to be vigilant to potential hazards at all times.

## 1. RISK ASSESSMENT

### Policy Statement

The Pre-School believes that the health and safety of children and staff is of paramount importance. We make our setting a safe and healthy place for children, parents, staff, visitors and volunteers by identifying the hazards and minimising the risks to prevent harm. This enables the children to thrive and staff to work in a healthy and safe environment. (A hazard is anything with the potential to cause harm and risk is the likelihood or chance that the hazard will cause harm).

The basis of this policy is risk assessment. Risk assessment processes follow five steps as follows:

- Identification of the hazard: Where is it and what is it?
- Who is at risk: Childcare staff, children, parents, volunteers etc?
- Assessment as to the level of risk - high, medium or 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 or eliminate the risk: What do we need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review: How do we know if what we 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; and on outings;
  - 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.

## **HEALTH AND SAFETY POLICY (continued)**

- The risk assessments are written and 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 or termly basis when a full risk assessment is carried out. These risk assessments cover both the indoor and outdoor area and equipment.

## **2. HEALTH AND SAFETY GENERAL STANDARDS**

### **Policy Statement**

We aim to make children, parents, staff, volunteers and visitors aware of health and safety issues and to minimise the hazards and associated risks. This enables the children to thrive and staff to work in a healthy and safe environment.

### **Procedures**

- Regular safety monitoring will include reviewing the Accident /Incident Forms.
- All adults are aware of the system in operation for the children's arrival and departure. A staff member will be at the door during these periods. Children will be handed back to parents (or other authorised adults) as they arrive to collect them (full details are in our separate "Entry & Exit Procedure").
- A register of both adults and children is completed as people arrive so that a complete record of all those present is available in any emergency (full details are in our separate "Entry & Exit Procedure").
- The ratio of adults: children is adhered to at all times both inside and out.
- At least two adults are present when children are on the premises.
- All our senior Pre-School staff are trained and qualified as Paediatric First Aiders.
- An appropriately stocked first aid box is available at all times. First aid equipment is kept in a case near the manager's desk.
- Health and Safety policies are made available to the parents of new children so that they understand the part played by these issues in the daily life of the Pre-School.
- Children are made aware of health and safety issues through discussions, planned activities and routines.
- Adults do not have hot drinks in the same room as the children.

## **HEALTH AND SAFETY POLICY (continued)**

### **No Smoking Policy (including vaping and e-cigarettes)**

- The Pre-School is a no-smoking environment – both indoor and outdoor.
- All staff, parents, visitors and volunteers are made aware of our no-smoking policy.
- We display no-smoking signs.
- Staff who smoke do not do so during working hours or on the premises at any time.
- 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. None of our current staff smoke during their working pre-school day.

### **Staff Medication**

- Staff or volunteers taking any medication, either short-term or on-going, for medical conditions should declare this straightaway by completing a “Personal Details Form”.
- 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.
- All medication, prescribed or otherwise, must be stored safely.

### **Alcohol and Other Substances**

- The use and storage of alcohol, or other substances, is not permitted within Pre-School.
- Staff or volunteers must not be under the influence of alcohol, or any other substance, which may affect their ability to care for children.
- 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.
- We will not release a child to a parent or carer who appears to be under the influence of alcohol or any other substance. In these circumstances, we will follow our “Late Collection of Child Procedure”.

### **Premises**

- We regularly conduct a site survey of our building and garden to identify repairs or improvements required.
- We display the correct safety signage.

## **HEALTH AND SAFETY POLICY(continued)**

- We have an intruder alarm and fire alarm installed.
- The facilities and access to the premises are suitable for children and adults with disabilities.
- There is an area where staff may talk to parents and carers confidentially

### **Windows**

- Low level windows are made from materials that prevent accidental breakage or are made safe.
- Windows are protected from accidental breakage or vandalism from people outside the building.

### **Doors**

- We take precautions to prevent children's fingers from being trapped in doors.
- The internal locks and latches on doors are checked and set as required at the beginning of each session.

### **Floors**

- All floor surfaces are checked daily to ensure they are clean and not wet. Any wet spillages on the floor are dealt with as soon as possible to prevent slips.
- Floors are also checked daily to ensure they are not uneven or damaged to prevent trips.

### **Electricity, Water and Gas**

- All electrical and gas equipment conforms to safety requirements.
- Our portable electrical equipment is PAT tested annually.
- We comply with the Electricity at Work Regulations by conducting periodic Fixed Wire Testing to maintain a safe electrical system. Some items are checked by the church.
- The gas boiler is serviced and safety checked annually by British Gas.
- The boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Radiators, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- We understand the health risks associated with legionella in water systems.

## **HEALTH AND SAFETY POLICY (continued)**

### **Lighting**

- Lighting and ventilation is adequate in all areas including storage areas.

### **Storage**

- All resources and materials from which children select are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

### **Outdoor Area**

- We have an outdoor play area. Outdoor activities are planned and taken on a daily basis.
- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- Our outdoor sand tray and mud tray is covered when not in use and is checked daily.
- All outdoor activities are supervised at all times.

### **Sun Safe**

- We are committed to a sun safe environment at pre-school.
- We promote this through working with parents, staff and children to improve our understanding and provision to avoid the harmful effects of too much exposure to ultraviolet light (UV).
- Staff act as positive role models and set a good example by seeking out shade whenever possible and wearing suitable clothing, hat and sunscreen.
- The outdoor area has shade provided by an awning area.
- Children are encouraged to use the shaded areas during outdoor play when appropriate.
- Children are encouraged to wear clothes that provide good sun protection.



## **HEALTH AND SAFETY POLICY (continued)**

- Parents are requested to provide the pre-school with appropriate labelled sun hats and sunscreen for their child.
- We provide spare sun hats to children.
- Children are encouraged to increase their water intake in hot weather.

### **Hygiene**

- We seek information from the Environmental Health Department and the Health Authority to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- Hands are washed after using the toilet.
- We have a daily cleaning routine for the setting which includes play room, kitchen, toilets, nappy changing and outdoor areas.
- We clean resources and equipment, dressing-up clothes and furnishings during the term.
- The toilet area has an adequate number of toilets and hand basins available. We have separate toilet facilities available for adults.
- The toilet area has a high standard of hygiene including hand washing and drying facilities, facilities for changing children who are in nappies and the disposal of nappies.
- We implement good hygiene practices by:
  - cleaning tables between activities;
  - cleaning toilets at the end of each session;
  - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
  - providing sets of clean pants and other clothes;
  - providing tissues and wipes;
  - encouraging children to blow and wipe their noses when necessary;
  - disposing of soiled tissues hygienically;
  - encouraging children to shield their mouths when coughing; and
  - ensuring individual use of paper towels.

### **Activities and Resources**

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety. Any dangerous or faulty items are repaired or discarded.

## **HEALTH AND SAFETY POLICY(continued)**

- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Provision is made for children who wish to sleep. Children who are sleeping are checked regularly.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

### **ICT Equipment**

We are aware of various health & safety issues when using computers with young children and the need to form good habits from the beginning:

- Computers need to be set at the right height so that the child can sit comfortably without putting strain on back, neck or arms.
- Chairs need to be adjusted to the right height so that the child looks at the monitor straight on.
- Backs should be supported and feet flat on the floor, or on a block.
- Children should hold their hands above the keyboard and in line with their wrists.
- Children should be encouraged to have short turns at the computer so that they are not staring at the monitor for too long. We can use sand timers to enable children to self-monitor their time and to take turns.

Additional safety issues that we are aware of are:

- Locating computers so that air can circulate around.
- Ensuring that children have clean hands when using the computer.
- Taking care that no liquids or paints spill onto the keyboard.
- Teaching awareness of electrical safety and keeping cables and sockets out of reach or covered.
- Keeping magnets away from the computers.
- Allowing only one child to hold the mouse and operate the keyboard at one time.

## **HEALTH AND SAFETY POLICY(continued)**

### **3. HEALTH AND SAFETY IN THE WORKPLACE**

#### **Policy Statement**

As an employer, the Pre-School must take reasonable care to protect employees, volunteers and visitors from hazards and employees must take care not to put themselves or others at risk.

#### **Employer Responsibilities**

- Our members of staff responsible for Health and Safety in the Workplace is Julia Molyneux.
- She is competent to carry out these responsibilities.
- They are required to hold a Level 2 Health and Safety in the Workplace certificate and regularly update their knowledge and understanding.
- We display the necessary Health and Safety Law poster in the office.
- We have public liability insurance and employers' liability insurance. The certificate for employers' liability insurance is displayed in the lobby.

#### **Workplace Environment**

We provide a workplace environment that:

- is tidy, well-lit and ventilated,
- is at a comfortable temperature,
- has adequate storage facilities,
- is regularly cleaned and maintained. Rubbish is not allowed to build up.

We provide the following staff welfare facilities:

- toilets
- washing and drying facilities with soap dispensers and water
- drinking water
- a place away from the children to eat meals.

#### **Staff Health and Safety in the Workplace Training**

- Our induction training carried out in the workplace for new staff and regular volunteers also incorporates awareness raising on all health and safety issues. This includes matters of employee well-being such as safe lifting and manual handling together with the Control of Substances Hazardous to Health (COSHH).

## **HEALTH AND SAFETY POLICY (continued)**

- Records of induction training are kept and new staff and regular volunteers are asked to sign them to confirm that they have taken part and are able to adhere our Health and Safety Policy.
- Staff are made aware of their shared responsibility for Health and Safety:
  - Employees must report any hazards or concerns regarding Health and Safety immediately to the Pre-School Manager.
  - Employees must follow any Health and Safety rules put in place by the Pre-School.
  - Employees must take care not to put themselves or others at risk.
- Health and Safety training is included in the annual training plans of staff as necessary.
- Health and Safety is discussed regularly at staff meetings.
- Staff are made aware of any changes to our Health and Safety Policy.

### **Employee and Employer Reporting Requirements**

If any of the following take place, employees must report it to the Pre-School Manager (or employer) immediately:

- you are injured in the workplace
- your work is making you or others ill
- you are feeling stress in the workplace
- you are feeling bullied, have received verbal aggression or physical violence
- you see dangerous behaviour from other adults
- you or a colleague has an accident in the workplace
- you notice any dangerous hazards
- you notice any “near misses” that could have caused an accident or injury

The Pre-School will record and act upon any reports received. We will investigate the causes and put measures in place to prevent reoccurrence.

Any accident involving staff is recorded in the Accident Book. The records are reviewed termly to identify any issues that need to be addressed.

### **Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)**

We follow the RIDDOR guidelines and record any work-related accidents that result in death, major injury or injury that keeps an employee away from work for more than 3 days to the Health and Safety Executive. (See also Accident and Incident Policy).

## **HEALTH AND SAFETY POLICY (continued)**

### **Manual Handling**

Manual handling is the use of the body to lift, carry, push or pull objects.

- All staff and regular volunteers are trained in the safe and correct manual handling procedures as part of their induction training to avoid risk of injury.
- Staff should not undertake any manual handling tasks unless they have been trained to do so.

### **Control of Substances Hazardous to Health Regulations (COSHH)**

- We follow the COSHH guidance.
- We keep a record of all substances that may be hazardous to health such as cleaning chemicals, or gardening chemicals if used. This states what the risks are and what to do if they have contact with eyes or skin or are ingested. It also states where they are stored.
- We keep all hazardous substances in their original containers.
- We store all hazardous substances securely.
- Staff are trained before using any hazardous substances such as cleaning chemicals.

### **Working at Height**

- We train staff to use the correct equipment when they need to work at height such as reaching up high to store equipment or changing a light bulb.
- Equipment is regularly checked to ensure it is safe to use.
- Staff must not stand on chairs or desks to work at height.

When using a step ladder, staff should:

- check it is not damaged before use
- use it correctly, ensuring it is on even ground and opened at the correct angle

### **First Aid in the Workplace**

- All staff hold Paediatric First Aid certificates.
- Only those trained to treat a casualty should do so. If in doubt, staff should call for help and call for an ambulance if necessary.
- We keep an appropriately stocked First Aid Box.
- We have an AED (Automated External Defibrillator) which staff have been trained to use.

## **HEALTH AND SAFETY POLICY (continued)**

### **4. FIRE SAFETY AND EMERGENCY EVACUATION**

#### **Policy Statement**

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The Pre-School Manager and staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as a Fire Officer, or Fire Safety Consultant to review our Fire Risk Assessment.

#### **Procedures**

- The basis of fire safety is risk assessment. These are carried out by a 'competent person'.
- The Pre-School Manager has received training in fire safety sufficient to be competent to carry out risk assessment. This will follow the guidance as set out in the Fire Safety Risk Assessment – Educational Premises document.
- Fire risk assessments are regularly reviewed.
- New staff receive fire safety training during their induction.
- Staff receive regular refresher training in fire safety and the use of fire-fighting equipment.
- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Fire exits are clearly marked and are kept clear at all times.
- We operate a "No Smoking" policy, including vaping and e-cigarettes.
- Smoke detectors and firefighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building. They are checked annually by an appropriate contractor and updated as necessary. This is completed by the Church.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
  - clearly displayed in the premises;
  - explained to new members of staff, volunteers, visitors and parents;
  - practised regularly at least once each term.
- Records are kept of fire drills and the servicing of fire safety equipment.

#### **Emergency Evacuation Procedure**

Our Emergency Evacuation Procedure (please refer to separate policy called "Emergency Evacuation Procedure") covers the procedure to be followed 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.

## **HEALTH AND SAFETY POLICY (continued)**

- 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.

The fire drill records 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.

## **5. FOOD HYGIENE**

### **Policy Statement**

We provide and serve food for children on the following basis:

- Snacks.
- Packed lunches provided by parents/carers.

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.**

- All staff involved in preparing and handling food receive training in food hygiene.
- At least one member of staff has an in-date Level 2 Food Safety in Catering Certificate.
- The person responsible for daily food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently.
- All food we purchase must be brought to Pre-School in sealed packages which are in date.
- 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.
- Parents are asked to bring their child's packed lunch on the day of the Lunch Club session to ensure maximum freshness and to comply with food hygiene regulations.
- Parents are asked to ensure that their child's packed lunch box contains a refreezable ice pack to keep food cool.

## **HEALTH AND SAFETY POLICY (continued)**

- Packed lunches are stored inside the building once the morning session has started. Unrefrigerated food is served to children within 4 hours of arrival at Pre-School.
- Hands are washed under running water with soap before food is handled.
- An apron is worn and hair tied back when preparing food.
- Food is never sneezed or coughed over.
- Food preparation areas are cleaned before use as well as after use.
- Fruit and vegetables are thoroughly washed before use.
- Separate chopping boards are used in the preparation of food.
- There are separate facilities for hand-washing and for washing up.
- All surfaces are clean and non-porous.
- Different cleaning cloths are used for the kitchen and toilet areas.
- All utensils, crockery etc. are clean and stored appropriately. Cracked or chipped china will not be used.
- Tea towels are kept scrupulously clean and washed after each session.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised 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 person in charge 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

Please also refer to our separate policies: Accident & Incident Policy, Entry & Exit Procedure and Emergency Evacuation Procedure.



## HOME VISITS AND SETTLING IN POLICY

### Policy statement

The aim of the home visit is to build positive relationships with children and their families as set out in Every Child Matters and the Guidance for the EYFS. This is seen as the beginning of a learning and caring relationship that will continue throughout the child's time at The Grange Pre-School.

We want to make the transition from home to Pre-School a positive experience that focuses on the individual needs of your child and family.

We believe that this can be achieved through positive relationships between parents/carers and staff. Continuity for children and their families is crucial in making transitions successful. Visiting parent/carers and children in a familiar environment at home in which they feel confident and comfortable provides staff with the opportunity to discuss with parents/carers any concerns as well as answering parents' questions and observing the children.

Staff use the information gathered during the visit to plan for each child's needs when they begin their settling in sessions at the setting, enabling each child's key person to make the necessary adaptation's to the environment and planning, ensuring the needs of all children are being met.

It is important for the child's key person to establish starting points for their learning and development, ensuring their next steps are challenging and realistic.

### Aim:

We recognise that parents/carers are their children's first and most enduring educators. Forming relationships with parents/carers and working closely is beneficial for each child's learning and development. We hope to establish a partnership between parents/carers and staff where both parties share their knowledge and understanding of the child.

It is our policy to visit the children at home before they enter the setting, where possible. We offer home visits to every family along with settling in sessions for their child at the setting. Time is taken to find out about the child's likes, dislikes and interests, visits are not to judge parents/carer parenting skills, but to offer parents/carers the opportunity to ask questions and gather any information needed from staff.

## **HOME VISITS AND SETTLING IN POLICY (continued)**

### **Benefits:**

Home visits have many benefits for both parents/carers and staff. For parents and children, a visit gives them the opportunity to meet the key person in a safe environment where they feel confident and at ease. The visit provides the opportunity to:

- Establish early, positive contact
- See children in their own familiar setting
- Meet other family members, people who are important to the children
- Understand the anxieties children may feel when starting pre-school and also understand the wealth of learning that goes on at home. This all helps staff providing care for children to get a fuller picture. Staff can gain lots of information to inform their planning from observing a child where he or she feels settled and in control.

### **Underlying Principle:**

- To share information between parents/carers, staff and children, providing a starting point for staff to understand family background.
- Ensure children feel that they are valued and have a familiar face when starting at the setting.
- To provide an opportunity for parents/carers to talk about their child and the setting.
- To voice concerns, clear up any misunderstandings and to lessen worries and fears.
- To establish effective procedures to ensure the safety of parent/carers, staff and children during the visits.

### **Procedure:**

After registration, parents will receive confirmation that the child is on the waiting list by email.

When a place is available parents will first be contacted by telephone to see if they still require the place. Available sessions are discussed along with possible fees that may be payable.

This is then followed up by a letter giving details of:

- Sessions offered.
- Dates to attend the pre-school for play visits.
- Who will be attending the home visit and when.
- How long the home visit is expected to take.
- What will happen.
- What information staff will bring.
- Any information the key person would like to know from the parent/carer during the visit.

## **HOME VISITS AND SETTLING IN POLICY (continued)**

### **Before the visit**

Appointments should be confirmed in writing to parents/carers and recorded in the pre-school diary/message book. Home visits will take place during pre-school hours at a time convenient to parents/carers. All staff should:

- Be familiar with the setting's policy and procedures for home visits

**NOTE: ALL HOME VISITS MUST BE AUTHORISED BY THE SETTING MANAGER OR OTHER SENIOR STAFF OF THE SETTING**

- Ensure the visits are made by the Key person and one other staff member.
- Consider who they need to see, e.g. one or both parents/carers, with or without the child.
- Make sure they are well informed about the family and are aware of personal circumstances, languages spoken, religion etc.

### **What staff may wish to take on a home visit?**

- A selection of toys from the setting. This enables the child to choose whether to play with a familiar or unfamiliar toy.
- Information from the setting to discuss with parent/carers

### **During the visit**

- Staff carrying out the home visits will be in pre-school uniform (if applicable), and will identify themselves before entering the family home.
- Assure parents that you will treat anything they tell you sensitively and will only tell the setting manager or other appropriate staff. Explain that you may need to take notes during the meeting. Do not promise not to relay information to the setting. Remember that under the Child Protection Procedures you must report disclosures or suspicions to the setting manager.
- Be professional. Give professional advice and information rather than personal opinions. Be sympathetic, but remain neutral. Don't get personally involved. Be discrete and don't get caught up in gossip about the setting, staff or other families. Be assertive about the direction of the conversation.
- Parents are informed about the setting website and its contents.
- If staff feel uncomfortable in the child's home then they should leave immediately. Use an agreed safe word before entering every home.
- Any incidents that may occur during a home visit must be recorded in writing.

## **HOME VISITS AND SETTLING IN POLICY (continued)**

- Any actions agreed during the home visit should be recorded and confirmed with parent/carers.
- Visits will be carried out in pairs, allowing one staff member to speak with the parents/carers and the other to interact with the child. This enables parents/carers to talk without worrying about the child as well as providing opportunity to observe the child at play in a familiar environment.
- If you don't know the answer to a question say so, and say that you will refer back to the setting or other agencies for further information, or refer the parents directly to other agencies.
- Don't stay too long. Keep to the point.

### **After the visit**

- Report back to the setting. Give feedback to the appropriate staff in line with pre-school policy. It is essential that staff bring back any paper work to the pre-school. (Do not leave it in your car) do not share this information with family or friends. When staff make home visits, they often gather confidential information, such as marital difficulties, alcohol abuse, financial information; this information should be handled very carefully. Confidential material must be stored appropriately (see data protection policy). Any confidential information must be reported, either verbally or in writing, to the setting manager. The setting manager alone should keep any confidential written reports.
- At the setting, do not discuss confidential information gained while at individual home visits with staff who are not involved with those particular children (i.e. be professional, do not gossip at school or tell other families what you have learnt or been told on a visit).

### **Making safe home visits**

- ALWAYS make sure your setting knows where you are going/how long you expect to be. If your visit takes longer than expected ring the setting.
- ALWAYS log your visit. Staff will leave the following at pre-school before the visit, in the pre-school diary/message book:
  - Their mobile telephone numbers.
  - The name, address, and telephone number of the child's home.
  - The approximate arrival time and estimated length of the visit.
- ALWAYS report back in, either in person or by phone.
- ALWAYS wear your pre-school uniform (if applicable).
- Have an agreed safe word to use before entering any home.

## **HOME VISITS AND SETTLING IN POLICY (continued)**

- THINK about your own safety. Don't make a visit on your own if you are worried about your safety. Don't go into a home if you feel insecure.
- Take a first aid kit with you on every journey. You do not apply first aid to anyone other than colleagues of the pre-school whilst on visits.
- If there is a change to plan after leaving pre-school or the child's home, then the setting must be informed.

### **Settling-In**

We want children to feel safe and happy in the absence of their parents/carers to recognise other adults as a source of authority and to share with their parents/carers the new learning experiences they enjoy at our pre-school.

We believe that children cannot play or learn if they are anxious or unhappy. Our settling in procedures aim to support parents in helping their children to feel comfortable in our pre-school, to benefit from the opportunities it has to offer and to feel confident that their parents will return to collect them at the end of the session.

### **Procedures**

- Before a child starts to attend our pre-school, we use a variety of ways to provide their parents with information.
- During the time before they start with us, we provide opportunities for the child and their parents/carers to visit pre-school.
- We allocate a key person to each child and their family before they start to attend. The key person welcomes and looks after the child and parents at the child's first session and during the settling-in process.
- When a child starts to attend, we explain the process of settling-in with his/her parents/carers and jointly decide on the best way to help the child to settle into our pre-school.
- We make clear to families from the beginning that we will support them in the pre-school for as long as it takes to settle their child. We encourage parents/carers, where appropriate, to separate from their child for brief periods at first, gradually building up to longer absences.
- Younger children will 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 parents/carers to be on hand to re-settle them.

## HOME VISITS AND SETTLING IN POLICY (continued)

- 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 they arrive, 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/carers leave, we ask them to say goodbye to their child and explain when they will be coming back.
- 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 reassure parents whose child seems to be taking a long time settling into pre-school.
- 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 our pre-school.
- We reserve the right not to accept a child into our pre-school without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.

# INFORMATION AND COMMUNICATON TECHNOLOGY (ICT) POLICY

## Policy Statement

The Pre-School recognises the rapidly changing world of ICT and the role technology plays in our media rich environment.

We believe ICT includes all current technologies in the world around young children today; it is therefore not just about computer use but includes everyday technologies such as answer phones and washing machines, programmable toys and remote controls as well as other technological tools such as digital cameras, laminators and scanners.

By creating opportunities to investigate, try and experience technology in the home, Pre-School, community and outside environment, children will learn for themselves whilst being taught skills and knowledge to enable them to build on what they know.

By carefully planning our play areas to reflect the world in which we live, children will, through play, gain experience and an understanding of ICT.

## Early Years Foundation Stage (EYFS)

Children should:

- Show an interest in ICT.
- Seek to acquire basic skills, turning on and operating ICT equipment.
- Know how to operate simple equipment – intercom, pelican crossing etc.
- Complete a simple program.
- Use ICT to perform simple functions, for example a TV remote.
- Use a mouse and keyboard to interact with age appropriate software and programmable toys.
- Use ICT hardware to interact with age-appropriate computer software

We believe:

- ICT is a tool for learning.
- Technology is part of children's worlds and a relevant curriculum includes investigating technology as well as using technology to learn.
- Working in partnership with parents is vital for enriching children's experiences with appropriate technology both at home and school. We believe this partnership is a two-way process that we can all learn from for the benefit of the children.
- ICT is more than computers and their experiences of ICT in everyday life are used as a basis for learning.

## **ICT POLICY (continued)**

- ICT is not an add-on to the curriculum but embedded across all areas of learning.
- Children need to be in control and to use technology independently.
- Technology needs to be appropriate and accessible for young children.
- Children can be confident users of technology.

### **Our Aims**

Our aims in teaching and providing opportunities for ICT are:

- That we build on each child's previous experience.
- To cultivate the skills that are essential for the children to gain access to developing technologies.
- To promote the children's enjoyment of ICT, building on their experience in everyday life as a basis for learning.
- To evaluate resources and update and add to them as necessary.
- To undertake ICT training and opportunities for all staff.
- To take into account issues relating to inclusion and to allow for differentiation with pupils that need additional help to access learning.
- To be aware of current developments in ICT.
- To use initiative from central and local government, authorities and other bodies to support ICT in the school.
- To ensure the health and safety of pupils, staff and visitors with regard to using ICT.
- To develop ICT capability in finding, selecting, and using information.
- To use ICT for effective and appropriate communication.
- To apply the children's ICT skills and knowledge to their learning in other areas of the curriculum.
- To develop the children's understanding of everyday uses of ICT.
- To develop technological literacy through a range of products which children will be familiar with and which will be easily understood and accessed.
- To encourage children to work collaboratively, sharing knowledge, skills and enjoyment.
- To develop a skills-based approach to computer use which puts the child in control of the equipment rather than the other way round.
- To encourage children and staff to use the Internet to gain knowledge and support learning.
- To use technology as a means of additional communication with families and the community.



## **ICT POLICY (continued)**

### **Our Strategies**

To ensure our aims are met, the following strategies will be employed:

- Ongoing monitoring and recording of children's achievements and areas needing support and development.
- Through planning, following observations to ensure a broad and balanced approach to ICT.
- To have an environment in the Pre-School which reflects our present technological world and where children can access equipment, computer and programmable toys with ease and confidence.
- All children will have equal access to technological equipment regardless of gender, race, culture, ethnicity, disability or class.
- ICT equipment will be used to record the progress of children, for example, use of Pre-School digital camera and video camera.
- Develop staff skills so that they are confident about when to use ICT for effective learning.
- Use ICT tools to improve efficiency of Pre-School management and communication both within the Pre-School and with external communities, for example, use e-mail to communicate with parents, committee and other professionals.
- Take advantage of government and retail initiatives to improve school resources.
- Health and safety procedures regarding computer use and the use of all electrical equipment will be adhered to as set out in the health and safety policy, for example, regular testing of electrical equipment.
- The internet is available in Pre-School with a policy & procedure in place to safely support its use.

### **Learning and Teaching**

We employ a range of strategies and use our professional judgment to decide on the most appropriate styles of teaching and learning. To enable the child to become a confident and independent user of ICT we use a balance of:

- Demonstration, modelling, discussion, presenting and sensitive intervention.
- Peer to peer teaching and collaboration.
- Planned learning opportunities.
- A learning environment that encourages and enables children's spontaneous use of ICT.
- Time for independent use with opportunities to experiment and explore.
- Opportunities to play with all forms of appropriate technology.

## **ICT POLICY (continued)**

### **Equal Opportunities**

All children should have equal access to ICT in order to develop their personal ICT capability and understanding. Our aims are:

- To ensure ICT applications are free from violence and stereotyping.
- To reflect the World we live in, with our cultures and races, in our choice of ICT applications.
- To help all children to use ICT with enjoyment and confidence.
- To help all children to become independent and autonomous users of ICT.
- To enable each child to achieve their highest potential in ICT.

Our learning and teaching assures that:

- Through planned experiences, all children have equal access to ICT applications.
- Individual needs are observed, monitored and planned for providing appropriate access for all children.
- All groups of children will be monitored so that no one group misses opportunities, for example, on-going monitoring ensures girls have the same opportunities as the boys to use the computer.
- Activities are planned which allow for different levels of achievement by children or that incorporate possibilities for extension work.
- Gifted and talented children will have opportunities that will challenge them and allow for development. The SENCO advises on the IT support that can be provided to individual children with particular educational needs, including high ability children.

### **Observing & Recording**

We endeavour to ensure that not only do children acquire skills and are able to use computer programs, but they will increase their levels of confidence and independence.

ICT resources and experiences are identified within long, medium and short term planning across all areas of learning. Both discrete ICT experiences as well as using ICT across areas of learning are planned for. These experiences are observed and evaluated and next steps are built back into planning.

### **Protection from Online Access**

It is recognised that access to the Internet can enhance a child's development but that strict controls are necessary to deal with any undesirable material.

## **ICT POLICY (continued)**

To ensure these controls are in place, the following measures are taken:

- Virus protection updates are on-going.
- A firewall is present to protect from unwanted materials.
- The use of the internet is always supervised by a member of staff.
- Internet access is only permitted to suitable children's websites.

### **Internet Safety - The Prevent Duty**

The Prevent Duty Guidance came into force on 1 July 2015. The Prevent Duty sets out the need for 'British Values' to help everyone live in safe and welcoming communities where they feel they belong.

It places duties on schools and registered childcare providers around keeping children safe and promoting their welfare. In particular, the Prevent Duty requires providers to 'have due regard to prevent people from being drawn into terrorism'.

The internet provides children with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The internet safety policy used in our pre-school stops inappropriate content, including extremist content, being accessed.

We are aware that children and young people have access to unfiltered internet when using their mobile phones or in the home and parents need to be vigilant in ensuring that their children are not accessing inappropriate and harmful content.

## **LUNCH CLUB POLICY**

Our Lunch Club runs from 11.50am – 12.20pm each day. Our Lunch Club is supervised by two adults. A qualified NVQ Level 3 and First Aid trained staff member is always available in the building.

The cost of each Lunch Club session is currently £3.00. Lunch Club fees must be paid termly in advance by cash or bacs. Please note that Lunch Club fees have to be paid for every Lunch Club session booked for the term (even if the child is unfortunately unable to attend a session due to illness or any other reason) as they are directly used to pay for the running costs of the Club.

Parents should provide a healthy packed lunch for their child including a drink. This should be prepared on the day of the Lunch Club session to ensure maximum freshness and to comply with food hygiene regulations. Parents are asked to ensure that their child's lunch box contains an ice pack to keep food cool. We also request parents to ensure there are no nuts in their child's lunch.

We encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts such as yoghurt or crème fraiche. We discourage sweet drinks and can provide children with water or milk.

We discourage packed lunch contents that consist largely 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.

# MANAGING CHILDREN WITH ALLERGIES POLICY

## Policy Statement

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

## Procedures

When parents start their children at our Pre-School, they are asked if their child suffers from any known allergies. This is recorded on the Registration Form.

If a child has an allergy, an Allergy 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, seeds, 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 in the child's personal file. Details of the child's allergy are transcribed on to our "Allergy List" which is displayed where all staff and volunteers can see it.

Parents (or specialists) train staff in how to administer special medication in the event of an allergic reaction.

Parents are made aware of the above so that no nuts, anything containing nuts or nut products are accidentally brought in, for example, for their child's packed lunch - see our separate "Lunch Club Policy" - or for a birthday. A cake to celebrate a birthday is welcome. It can be shop bought or homemade but must not contain any nuts, or nut products. The cake must therefore be supplied with a list of ingredients.

## Oral Medication

- Oral medications must be prescribed by a GP and have the manufacturer's instructions clearly written on them.
- All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.
- We must be provided with clear written instructions on how to administer such medication and have the parent's or legal guardian's prior written consent. This is achieved by parents completing our "Medication Consent Form" which is kept in the medicine box with the medicine.

## **MANAGING CHILDREN WITH ALLERGIES POLICY (continued)**

### **Life Saving Medication & Invasive Treatments**

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

To administer these treatments, we must have:

- a letter from the child's GP or 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
- proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.

### **Special Needs Children**

These are children requiring help with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.

- We must have prior written consent from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
- The child's Key person should have the relevant medical training/experience, which may include those who have received appropriate instructions from parents or guardians, or who have qualifications.

# **MANAGING CHILDREN WHO ARE SICK OR INFECTIOUS POLICY**

## **Policy Statement**

We provide care for healthy children and promote health through preventing cross infection of viruses and bacterial infections. We aim to make children, parents and staff aware of the importance of practising good hygiene to minimise the risk of spreading infection.

## **Procedures for Children who are Sick or Infectious**

- Parents are asked to keep their child at home if they are ill or have any infection. Parents should inform the Pre-School as to the nature of the illness or infection so that other parents can be alerted and make careful observations of any child who seems unwell.
- If a parent has found the need to administer Calpol, Nurofen or an equivalent medicine, we ask that you keep your child at home to monitor their condition.
- The Pre-School will refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting.
- After diarrhoea, parents are asked to keep children home for 48 hours from when a hard stool is passed.
- Parents are asked to keep children at home until at least 48 hours has elapsed from the last incident of vomiting.
- Parents are asked to adhere to the list of excludable diseases and current exclusion times. The full list is obtainable from the Pre-School Manager and includes common childhood illnesses such as measles.
- We may only administer medicine prescribed by your child's GP. Please see our separate "Administering Medicines Policy".
- If a child appears unwell during a session at Pre-School - has a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the parents are called and asked to collect their child straightaway, or to send a known carer to collect on their behalf.
- If a child has a temperature, they are kept cool by removing top clothing and given a drink, but are kept away from draughts.
- Temperature is taken using a 'fever scan' kept in the first aid box.
- In extreme cases of emergency, the child is taken to the nearest hospital and the parent informed.
- Unwell children of Pre-School staff will not accompany their parents to work in the Pre-School.

## **MANAGING CHILDREN WHO ARE SICK OR INFECTIOUS POLICY (continued)**

### **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.

### **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 rinsing 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 disposed of.
- Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.

### **Pandemic Flu (such as Covid or Swine Flu)**

#### **Infection Control**

We limit the risk of catching or spreading the flu virus by:

- Regular hand washing.
- Minimising contact between our hands and mouth/nose.
- Covering nose and mouth when coughing or sneezing, using a tissue and disposing of the tissue promptly and carefully.
- Encouraging children to follow the guidance above.
- Displaying posters to encourage good practice of hygiene and to promote infection control.
- Ensuring that the hygiene requirements of our "Health and Safety Policy" are adhered to.
- Asking parents to keep any child with symptoms of flu at home until they are clear of the symptoms.



## **MANAGING CHILDREN WHO ARE SICK OR INFECTIOUS POLICY (continued)**

- Isolating any child who becomes ill with symptoms of the flu from other children until the child can be collected by their parents.
- Instructing staff to remain at home if they display any relevant flu symptoms, or sending them home if they first display symptoms while at work.
- Advising anyone who thinks they may have been in contact with swine or pandemic flu to seek medical advice.

### **Setting Closure**

The latest scientific advice is that closing individual settings is of limited benefit in stopping the spread of pandemic flu. However, we will close the setting if advised to do so by the local authority in the interests of safeguarding children in our care or if we have too few unaffected staff to run the session safely. In the event of closure, we would follow our “Emergency Closure of Setting policy”.

### **Advance Planning**

In preparation for dealing with a pandemic disease, we ensure that all contact details for staff, children and parents are up to date.

We will prepare letters of notification for parents and staff so that they can be distributed as soon as an outbreak occurs.

### **‘Notifiable Diseases’**

We regularly update our information regarding “Notifiable Diseases” by checking the latest guidance from the Health Protection Agency (HPA) and the local authority. This information is passed on to staff and parents.

As at April 2010, the list of diseases notifiable (to Local Authority Proper Officers) under the Health Protection (Notification) Regulations 2010 are:

- Acute encephalitis
- Acute meningitis
- Acute poliomyelitis
- Acute infectious hepatitis
- Anthrax
- Botulism
- Brucellosis
- Cholera
- Diphtheria
- Enteric fever (typhoid or paratyphoid fever)
- Food poisoning
- Haemolytic uraemic syndrome (HUS)

## **MANAGING CHILDREN WHO ARE SICK OR INFECTIOUS POLICY**

**(continued)**

- Infectious bloody diarrhoea
- Invasive group A streptococcal disease and scarlet fever
- Legionnaires' Disease
- Leprosy
- Malaria
- Measles
- Meningococcal septicaemia
- Mumps
- Plague
- Rabies
- Rubella
- SARS
- Smallpox
- Tetanus
- Tuberculosis
- Typhus
- Viral haemorrhagic fever (VHF)
- Whooping cough
- Yellow fever

If a child or adult is diagnosed suffering from a notifiable disease under the above regulations, the GP will report this to the local authority who in turn notify the HPA.

When the Pre-School becomes aware, or is formally informed of the notifiable disease, the Pre-School Manager informs Ofsted and acts on any advice given by the HPA.

# **MARKETING POLICY**

## **Policy Statement**

"Marketing is the management process responsible for identifying, anticipating and satisfying customer requirements profitably." (Chartered Institute of Marketing).

## **Growing Competition**

There is an increasing amount of choice available to parents looking for family-friendly services in our area. More specifically, there is a growing selection of flexible, affordable and accessible childcare on offer to parents.

Marketing helps us to position ourselves more confidently in an increasingly competitive marketplace and clearly highlights what makes us different or unique from others. By clearly identifying what makes our pre-school special, showing specifically how our service benefits the local community, contributes towards increasing our long-term sustainability. Raising our profile, and increasing understanding about what we do and how others benefit, gives us a clear competitive edge in the marketplace.

Marketing also gives us the tools to consistently, regularly and professionally communicate to different customer groups or audiences about what makes our service great.

## **Identifying our Customers**

Our key early years customers include:

- parents
- children
- staff
- volunteers and supporters
- partners and funders
- the local community.

## **Promotional Strategy**

We actively market our pre-school by arranging or participating in the following activities:

- Pre-School social events – we invite all current and prospective children and their friends and families to attend our fayre events. We also advertise this with the local press and display banners to attract further families to attend.
- Local advertising – we submit articles to publications such as the local newspaper.
- Listings – we keep our details up to date with organisations such as the Family Information Service.

## **MARKETING POLICY (continued)**

- Networking – we keep in touch with other local settings so that they may pass on our details to any families whose needs they cannot meet.
- On line marketing – we ensure that our pre-school website is kept up to date and user friendly at all times.
- Press and PR - we submit press releases to the local media (see below).

### **Press Releases**

We believe a press release can be a useful tool in generating publicity for the pre-school. A well presented, informed release is able to convey on paper everything we want to say about a particular event or story. The press release is written by a member of the committee or Pre-School Manager. The following guidelines are followed when writing the press release:

- It covers a strong, newsworthy story with a punchy title to catch the reader's interest.
- It is factual and well-written in a style that is accessible and free of jargon.
- It targets the right audience.

If we are seeking pre-publicity for an event, we ensure that the release is issued in plenty of time.

### **Fundraising**

As a charity, we work to very tight budgets and sometimes need to supplement our income through fundraising. We prepare any fundraising pitch very carefully so that there is clarity about the need for the additional funds. We promote the benefits of the setting and explain how the supporter will gain too. Any funds raised for a specific purpose will only be used for that purpose.

The types of fundraising activities may include sponsored fun days and support from local businesses who may wish to provide a 'gift in kind' such as child-related products or services needed by the pre-school.

# **MISSING CHILD PROCEDURE**

## **Policy Statement**

The 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 Policy 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.

## **Children going Missing on the Premises**

- As soon as it is noticed that a child is missing, the member of staff will alert the person in charge.
- The person in charge will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, the person in charge calls the police and reports the child/children as missing and then contacts the parent.
- The Pre-School Manager or Deputy talks to the staff to find out when and where the child was last seen and records this.
- The person in charge contacts the Chair of the Committee and reports the incident. The Chair of the Committee, together with the committee members, carries out an investigation and may come to the setting immediately.

## **Children going Missing on an Outing**

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

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand still with the adults and carry out a headcount to ensure that no other children are missing. One staff member will search the immediate vicinity but will not search beyond that.
- The Pre-School Manager or person in charge is contacted immediately (if not on the outing) and the incident is reported.
- The Pre-School Manager or person in charge contacts the police and reports the child as missing.
- The Pre-School Manager or person in charge contacts the parent, who makes their way to the setting or outing venue as agreed with the Pre-School Manager or person in charge.

## **MISSING CHILD PROCEDURE (continued)**

- The setting is advised as the best place to come to as by the time the parent has arrived at the venue, the child may have been returned to Pre-School.
- Staff take the remaining children back to Pre-School.
- In an indoor venue, the staff contacts the venue's security who will handle the search and contact the police if the child is not found.
- The Pre-School Manager or person in charge contacts the Chair of the Committee and reports the incident. The Chair of the Committee, along with the committee members, carries out an investigation and may come to the setting immediately.

### **The Investigation (applies to child going missing on premises or on an outing)**

- Staff keep calm and do not let the other children become anxious or worried.
- The Pre-School Manager, together with the Chair of the Committee or other committee member, speaks with the parents.
- The Pre-School Manager and Chair of the Committee and committee member carry out a full investigation taking written statements from all the staff at Pre-School when the incident happened or who were on the outing.
- Each staff member writes an incident report detailing:
  - The date and time of the report.
  - What staff/children were at Pre-School/on the outing
  - When the child was last seen in the Pre-School building/on the outing.
  - What has taken place at Pre-School or on the outing since the child went missing.
  - The time 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 will co-operate fully. In this case the police will handle all aspects of the investigation including interviewing all staff. Children's Single Point of Access may also be involved if it appears that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements (see our Accident & Incident Recording and Reporting 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**

- The Pre-School Manager or Deputy will manage the incident and try to keep everyone as calm as possible.

## **MISSING CHILD PROCEDURE (continued)**

- The staff will feel worried about the child, 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. The Pre-School Manager needs 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 Pre-School Manager. When dealing with a distraught and angry parent, there should always be two members of staff - the Pre-School Manager and a committee member. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police will 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 incident and 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 Chair of the Committee will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice.

# **MOBILE PHONE AND CAMERAS POLICY**

## **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.

## **Personal Mobile Phones**

- Personal mobile phones belonging to members of staff are not used on premises during working hours.
- At the beginning of each individual's shift, personal mobile phones are stored in bags.
- In the event of an emergency, personal mobile phones may be used, where there are no children present, with permission from the Pre-School 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 as this will distract them.
- 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 where they can use their mobile phone where there are no children present.

## **Cameras and Videos**

- Staff are not permitted to bring in or use their own personal recording equipment at any time on Pre-School premises. Personal recording equipment includes: mobile phones with cameras on, personal cameras, personal camcorders, video recorders, voice recorders or anything that belongs to staff, and not the Pre-School, that children could be photographed or recorded on.
- Photographs and recordings of children are only taken for valid reasons, for example, to record their learning and development, or for displays within the Pre-School.
- Photographs or recordings of children are only taken on equipment belonging to the Pre-School.
- Camera and video use is monitored by the Pre-School Manager.
- 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).



## **MOBILE PHONE AND CAMERAS POLICY (continued)**

Please note that volunteers, parent helpers and all other visitors to the Pre-School are also requested to adhere to the above policies. All visitors to Pre-School, including parent helpers, will be asked by the member of staff who welcomes them into the building to place any mobile phones or other personal recording equipment near the manager's desk.

### **Photography and Video Recording at Pre-School Special Events**

We recognise the importance of parents being able to record the special milestones in their child's development. Permission will therefore be given for parents and carers to take photos and videos of their children, which are implicitly for their own personal use, at the following Pre-School Special Events only: Pre-School Nativity/Carol Concert, Pre-School Christmas Party and the Pre-School sports day.

We request that in the interests of child protection, safeguarding children and to respect other parents' wishes, no photos or videos that may include children other than your own are uploaded to the internet in any way or shared electronically.

However, the Pre-School cannot accept any responsibility for the protection of photos and videos taken by friends, family or other parents and carers at these Pre-School Special Events. We will therefore always remind parents before these Special Events take place that photography and videoing by other parents and carers will be permitted. We would request that parents remove their child from any Pre-School Special Events if they have any concerns over their child being photographed.

# **NAPPY CHANGING POLICY**

## **Policy Statement**

No child is excluded from our Pre-School for the reason of not yet being toilet trained or for still wearing nappies or the equivalent. We work with parents towards toilet training when the child is ready. 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**

- Only persons with a Disclosure and Barring System (DBS) Disclosure will be allowed to change or toilet children.
- All members of staff will inform another member of staff in the setting prior to taking a child to be changed or to use the toilet.
- Key persons have knowledge of children's toileting needs.
- The changing area is warm and there are safe areas to lay young children if they need to have their bottoms cleaned.
- Key persons will take the child's bag along to the bathroom with them, to ensure they have everything to hand when changing children.
- Gloves are put on before each change and the area prepared.
- The changing mat is wiped with an anti-bacterial wipe between each change.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- Young children are encouraged to take an interest in using the toilet.
- Children are encouraged to wash their hands and have soap and paper towels to hand.
- Key persons are gentle when changing.
- Key persons do not make inappropriate comments about young children's genitals when changing their nappies.
- Children can access the toilet when they have the need to and are encouraged to be independent.
- Nappies or pull ups are disposed of hygienically. All nappies and pull ups must be double bagged and put into the nappy bin.
- Any clothing that has been soiled will be bagged for the parents to take home.
- If children are left in wet or soiled nappies/clothes whilst in the setting, this may constitute neglect and will be a disciplinary matter. We have "a duty of care" towards children's personal needs.

# OUTINGS POLICY

## Policy Statement

Children benefit from being taken out of Pre-School to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. We 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 the Registration Form for their child to be taken out as a part of the routine activities of the Pre-School.
- This general consent details the venues used for routine activities which are within walking distance and does not involve the use of public transport.
- A risk assessment for each venue is carried out, which is reviewed regularly.
- A risk assessment is carried out before an outing takes place.
- 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.
- 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.
- A minimum of two staff should accompany children on outings. At least one of these will be qualified and have Early Years First Aid training. A minimum of two members of staff should remain behind with the rest of the children.
- During the outing, the children will each wear a high visibility jacket bearing the name and number of the setting.
- In the unlikely event that a child should become lost, our Missing Child Procedure will be followed.

# **PARENTAL INVOLVEMENT POLICY**

## **Policy Statement**

The Early Years Foundation Stage (EYFS) seeks to provide “Partnership working between practitioners and with parents or Carers”.

We also 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.

## **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 on-going 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 Pre-School is run and our policies and procedures through access to written information, our website and through regular informal communication.
- We let all parents know the range and type of activities and experiences provided for children, the daily routines of the Pre-School and how parents can share learning at home.
- We let parents know the food and drinks we provide for children.
- We inform parents about staff deployment.
- We encourage and support parents to play an active part in the governance and management of the Pre-School by inviting them to join the Committee.
- We inform all parents on a regular basis about their children's progress by sharing their learning journey, though informal chats, by holding formal parents’ viewing weeks and through regular parent letters and newsletters.

## **PARENTAL INVOLVEMENT POLICY (continued)**

- We involve parents in the shared record keeping about their children.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the Pre-School by joining the Parents Rota. We provide information about opportunities to be involved in the Pre-School in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- We hold meetings in Pre-School to ensure that they 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 how the Early Years Foundation Stage (EYFS) as being delivered in the Pre-School and how parents can access more information, for example via the link to the DfE from our website and about young children's learning in the Pre-School and at home.
- We notify parents if we become aware we are to be inspected by Ofsted. After an inspection takes place, we provide a copy of the report to parents and carers.

## **PUBLIC DUTIES POLICY**

**The following Public Duties Policy applies to The Grange Pre-School Staff:**

We wish to enable you to perform any public duties that you may be committed to undertake and so will give you time off to do so where it does not conflict with our operational needs. We are not obliged to grant you paid leave for these purposes and any payment shall be made at the discretion of the Pre-School committee.

# **RECORD KEEPING POLICY**

## **BUSINESS RECORDS**

### **Policy Statement**

We keep records 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 the Data Protection Act, GDPR and the Human Rights Act.

This policy and procedure is taken in conjunction with the Confidentiality and Information Sharing Policy.

### **Procedures**

- All records are the responsibility of the Pre-School Administrator and Pre-school Manager who ensure they are kept securely. They report to the Pre-School Committee.
- 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 our premises;
- to the premises which may affect the space available to children and the quality of childcare available to them;
- our name and address and contact information;

## **RECORD KEEPING POLICY (continued)**

- to the Pre-School Manager;
- 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 (EYFS).

### **CHILDREN'S RECORDS**

#### **Policy Statement**

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 Data Protection Act, GDPR and the Human Rights Act.

This policy and procedure is taken in conjunction with the Confidentiality Information Sharing Policy.

#### **Procedures**

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

##### **1. Developmental Records**

These include observations of children in the Pre-School, photographs, video clips and samples of their work and summary developmental reports.

These are kept in filing cabinet and can be accessed on request, and contributed to, by staff, the child and the child's parents.

##### **2. Personal Records**

These include registration and admission forms, signed consent forms, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.

These confidential records are stored in a lockable file and cabinet and are kept secure by the Pre-School Manager. Parents have access, in accordance with our Confidentiality and Information Sharing policy, to the files and records of their own children but do not have access to information about any other child.



## RECORD KEEPING POLICY (continued)

Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.

### OTHER RECORDS

We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.

Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.

Students are advised of our Confidentiality Policy and are required to respect it.

### RETENTION PERIOD OF RECORDS

We will adhere to the following legal requirements on retention periods for records as per the advice given by the Pre-School Learning Alliance. In addition, we will endeavour to follow the recommended guidelines where possible and practical:

<b>Children's Records</b>	<b>Retention Period</b>	<b>Status</b>	<b>Authority</b>
Children's records - including registers, registration forms, medication records and accident record books pertaining to the children	Records should be retained for a reasonable period of time (for example 3 years after children have left the provision)	<b>Requirement</b>	Early Years Foundation Stage Welfare Requirements (given legal force by Childcare Act 2006)
Accident/ Incident forms	Until the child reaches the age of 21 - or until the child reaches the age of 24 for child protection records	<i>Recommendation</i>	Limitation Act 1980/The Statute of Limitations (Amendment) Act 1991  Normal limitation rules (which mean that an individual can claim for negligently caused personal injury up to 3 years after, or deliberately caused personal injury up to 6 years after the event) are postponed until a child reaches 18 years old.
Records of any reportable death, injury, disease or dangerous occurrence	3 years after the date on which it happened	<b>Requirement</b>	The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) (SI 1995/3163)

## RECORD KEEPING POLICY (continued)

Employment Records	Retention Period	Status	Authority
<b>Personnel Records</b>			
Personnel files and training records (including disciplinary records and working time records)	6 years after employment ceases	<i>Recommendation</i>	Chartered Institute of Personnel and Development
Application forms and interview notes (for unsuccessful candidates)	6 months to 1 year	<i>Recommendation</i>	Chartered Institute of Personnel and Development
DBS Enhanced Disclosure information	Until the date of Ofsted inspection	<b>Requirement</b>	<p>Data Barring Service</p> <p>Organisations that are subject to Ofsted inspections are entitled to retain Disclosure certificates until the date of inspection, after which only the following basic information may be retained and the Disclosures should be securely destroyed in line with the DBS Code of Practice:</p> <ul style="list-style-type: none"> <li>• the date of issue of a Disclosure</li> <li>• the name of the subject</li> <li>• the type of Disclosure requested</li> <li>• the position for which the Disclosure was requested</li> <li>• the unique reference number of the Disclosure</li> <li>• the details of the recruitment decision taken</li> </ul>
<b>Pay Records</b>			
Wage/salary records (including overtime, bonuses and expenses)	6 years	<b>Requirement</b>	Taxes Management Act 1970
Statutory Maternity Pay (SMP) records	3 years after the end of the tax year in which the maternity period ends	<b>Requirement</b>	The Statutory Maternity Pay (General) Regulations 1986 (SI 1986/1960)
Statutory Sick Pay (SSP) records	3 years after the end of the tax year to which they relate	<b>Requirement</b>	The Statutory Sick Pay (General) Regulations 1982 (SI 1982/894)
Income Tax and National Insurance returns/records	At least 3 years after the end of the tax year to which they relate	<b>Requirement</b>	The Income Tax (Employments) Regulations 1993 (SI 1993/744)

## RECORD KEEPING POLICY (continued)

Health & Safety Records	Retention Period	Status	Authority
Staff accident records (for organisations with 10 or more employees)	3 years after the date of the last entry (there are separate rules for the recording of accidents involving hazardous substances)	<b>Requirement</b>	Social Security (Claims and Payments) Regulations 1979 (SI 1979/628)
Records of any reportable death, injury, disease or dangerous occurrence	3 years after the date on which it happened	<b>Requirement</b>	The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) (SI 1995/3163)
Accident/medical records as specified by the Control of Substances Hazardous to Health Regulations (COSHH) 1999	40 years from the date of the last entry	<b>Requirement</b>	The Control of Substances Hazardous to Health Regulations 1999 (COSHH) (SI 1999/437)
Assessments under Health and Safety Regulations and records of consultations with safety representatives and committees	Permanently	<i>Recommendation</i>	Chartered Institute of Personnel and Development

Financial Records	Retention Period	Status	Authority
Accounting records	3 years from the date on which they are made for private companies, 6 years for public limited companies 6 years for charities	<b>Requirement</b>	Section 386 of the Companies Act 2006 Charities Act 1993 and 2006

Administration Records	Retention Period	Status	Authority
Complaints Record Book	At least 3 years from the date of the last record	<b>Requirement</b>	Early Years Foundation Stage <b>2014</b> Welfare Requirements (given legal force by Childcare Act 2006)
Insurance Liability Documents	40 years from date of issue	<b>Requirement</b>	The Employers' Liability (Compulsory Insurance) Regulations 1998
Minutes/minute books	Permanently	<i>Recommendation</i>	Chartered Institute of Personnel and Development

# RESERVES POLICY

## Policy Statement

It is important for The Grange Pre-School to have an appropriate level of reserves in place for potential future expenditure. In addition to this, the proceeds of a fundraising campaign may need to be held in reserve until they can be appropriately used.

However, we recognise that as a charity, we need to balance this with our duty to spend our income on charitable activity to further the aims and objectives of the Pre-School.

## Procedures

We have a clear Reserves Policy in place:

- The Committee carries out a regular assessment of the Pre-School's needs to determine the amount of reserves required.
- The current level of reserves as at September 2021 takes into account the following:
  - Six months' running costs of the Pre-School.
  - Potential major repairs to the building.
  - Upcoming agreed renovation projects.
  - Potential loss of income due to any fluctuation in numbers of children attending Pre-School.
  - Potential staff redundancy payments.
  - Potential payments to debtors should the Pre-School close.
- The reserve amount is available on request from the Manager or Management Committee.
- The amount is regularly monitored by the Finance and Administration Officer to reflect any necessary changes to the required level of reserves.

# **ROLE OF THE KEY PERSON POLICY**

## **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 Pre-School by providing secure relationships in which children thrive, parents have confidence, staff are committed and the Pre-School is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in our Pre-School and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the Pre-School.

We aim to make our Pre-School 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 role of the key person is set out in the Statutory Framework for the Early Years Foundation Stage (EYFS). Each setting must assign a key person for each child.

## **Procedures**

- We allocate a key person to each child before they start.
- The key person is responsible for welcoming the family and for settling the child into our Pre-School.
- The key person offers unconditional regard for the child and are non-judgemental.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and have links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- The key person is responsible for 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.
- The key person encourages positive relationships between children in the setting spending time with them each day.
- We promote the role of the key persons as the child's primary carers in our Pre-School and as the basis for establishing relationships with other staff and children.

## **ROLE OF THE KEY PERSON POLICY (continued)**

- The key person may change under different circumstance. This could be due to the key person or child not bonding.
- All key persons receive regular training to ensure they have up to date knowledge of child development and the Statutory Framework for the Early Years Foundation Stage (EYFS).

# SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICY

## Policy Statement

Our Pre-School works with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life.

## Procedures

We carry out the following procedures to ensure we meet the three key commitments of the Pre-School 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.**

## Staff and volunteers

- Our designated person (a member of staff) who co-ordinates child protection issues is:  
**Julia Molyneux**, Pre-School Manager, **Angela Oakey** Pre-School Deputy
- Ofsted may be informed:
- 0300 123 1231 (telephone number)
- Reading child protection advice line
  - Children’s Single Point of Access (CSPA)** 01189 373641
  - 10.00am until 4pm**
  - Emergency Duty Team** 01344 786543
  - Allegations against any staff member or volunteers – Local Authority Designated Officer (LADO)** 0118 9372684
- We ensure all staff and parents are made aware of our safeguarding policies and procedures.
- We have regard to the government’s statutory guidance “Working Together to Safeguard Children”.
- We provide adequate and appropriate staffing resources 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.
- Candidates are informed of the need to carry out an Enhanced DBS Disclosures before a post can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

## **SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICY**

**(continued)**

- Applicants are requested to supply two references. These will be taken up and explanations will be sought where an applicant has held several jobs in a short period of time or has gaps in their employment history.
- Appointment is subject to a probationary period, usually two terms, and will only be confirmed once the Pre-School is completely satisfied that the applicant can be safely entrusted with children. This will include both paid and voluntary staff.
- We abide by Ofsted requirements in respect of references and Data Barring Service (DBS) check for all staff (including the Pre-School Manager) and regular volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- We record information about staff qualifications, and the identity checks and vetting processes that have been completed including:
  - Disclosure and Barring Services reference number;
  - the date the disclosure was obtained; and
  - details of who obtained it.
- We expect all staff, committee and regular volunteers who work directly with children to disclose all convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
- In addition to the above, we obtain Enhanced DBS Disclosures for all staff and regular volunteers and for the relevant members of the Committee and then require them to join the DBS Update Service.
- Children will not be taken to the toilet by any adult who has not had an Enhanced DBS Disclosure.
- Volunteers do not work unsupervised.
- We meet our responsibilities under the Safeguarding Vulnerable Groups Act in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- There is a set procedure in place to safeguard children and adults on arrival to and departure from the Pre-School building.



## **SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICY**

**(continued)**

- We ensure that children are only collected by known parents or carers, or another responsible adult that we have been informed about. This person must know the password that is stated on the Personal Details Form by the parent.
- We take steps to ensure children are only photographed or videoed on Pre-School equipment. This is only for the following purposes: to record their development, to record their participation in events organised by us and for displays in the Pre-School building or notice boards. These photographs may be viewed by other parents. Parents' consent to this when they sign the Personal Details Form. Parents have access to records holding visual images of their child.
- This consent also allows photographs of their children to be used in local newspapers, on our website for the promotion of Pre-School and in professional publications such as photo books held in Pre-School bought from reputable companies.
- Please also see our separate "Mobile Phone and Cameras Policy" which gives further information about parent photography and videoing at Pre-School Special Events.

### **Key Commitment 2**

**We are committed to responding promptly and appropriately to all incidents 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 may be 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.

## SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICY

(continued)

- We take into account factors affecting parental capacity, 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 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 maybe 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 a child in our care or known to us may be affected by any of these factors we follow the procedure for reporting child protection concerns.
- Where such evidence is apparent, the individual makes a dated record of the details of the concern and discusses what to do with the Pre-School Manager who is acting as the 'designated person'. The information is stored on the child's personal file.
- We follow the Reading Thresholds Guidance and refer concerns to the Children's Single Point of Access (CSPA) and co-operate fully in any subsequent investigation. In some cases, this may mean the police or another agency identified by MASH or BWSCP.
- 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. 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 we 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.

# **SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICY**

## **(continued)**

### **Recording Suspicions of Abuse and Disclosures**

- Where a child makes comments to a member of staff that gives cause for concern (disclosure), observes signs or signals that gives 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:
    - o the date and time of the observation or the disclosure;
    - o the exact words spoken by the child as far as possible;
    - o the name of the person to whom the concern was reported, with date and time; and
    - o the name of any other person present at the time.
- These records are signed and dated and kept in a separate personal file which is kept securely and confidentially and is reviewed each term.
- Where MASH or the BWSCP. stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by MASH or the BWSCP..

### **Informing Parents**

- Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events unless we feel this may put the child in greater danger.
- We inform parents where 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 the Children's Single Point of Access (CSPA), parents are informed at the same time that the referral will be made, except where the guidance of MASH or the BWSCP. 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. In these cases; the social workers will inform parents.

## **SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICY (continued)**

### **Liaison with Other Agencies**

- We follow the guidance and legislation set out in the Berkshire BWSCP. guidelines.
- We have the current version of 'What to do if you're worried a child is being abused' for parents and staff, and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority on child protection issues to ensure that it is easy, in any emergency, for the setting and the appropriate services to work well together.
- We notify Ofsted of any incident or accident together with any changes in our arrangements which may affect the well-being of children. We also inform Ofsted of any allegations of serious harm or abuse by a member of staff, committee or volunteer (whether the allegations relate to harm or abuse committed on our premises or elsewhere). We will notify Ofsted of the action taken in respect of the allegations within at least 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 and Volunteers (Volunteers includes Committee Members)**

- We ensure that all staff and parents know how to complain about the behaviour or actions of staff or volunteers within the Pre-School, which may include an allegation of abuse.
- We respond to any inappropriate behaviour displayed by members of staff, or any other person working with the children, which includes:
  - inappropriate sexual comments;
  - excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or
  - inappropriate sharing of images.
- An allegation against staff or volunteers should be reported immediately to the Designated Safeguarding Officer without discussing it with anyone else. (In the absence of the Designated Safeguarding Officer, please speak to the Deputy Manager).
- An allegation against the Designated Safeguarding Officer should be reported immediately to the Chair of the Committee without discussing it with anyone else.
- An allegation against the Chair of the Committee should be reported immediately direct to the Local Authority Designated Officer (LADO) on 0118 937 2684 without discussing it with anyone else.

## **SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICY (continued)**

- We follow the guidance of LADO or the BWSCP. when responding to any complaint that a member of staff or volunteer has abused a child.
- We respond to any disclosure by a child, staff or parent that abuse by a member of staff, or volunteer 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's social care department to investigate. We also report any such alleged incident to Ofsted and 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 Pre-School committee and children's social care agree it is appropriate in the circumstances, the Chair of the Committee will suspend the member of staff on full pay, or the volunteer, 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 Enhanced DBS Disclosures 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, promoting their right to be strong, resilient and listened to.**

### **The Prevent Duty**

The Prevent Duty sets out the need for 'British Values' to help everyone live in safe and welcoming communities where they feel they belong.

# SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICY

## (continued)

It places duties on schools and registered childcare providers around keeping children safe and promoting their welfare. In particular, the Prevent Duty requires providers to 'have due regard to prevent people from being drawn into terrorism'.

To be both effective and lawful, early years providers must meet specific legal duties including those arising from the Prevent Duty. This sets out the need for 'British Values' to help everyone live in safe and welcoming communities where they feel they belong. These British Values are defined as:

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of those with different faiths and beliefs

Not unique to Britain, these values are universal aspirations for equality. As such they are fundamental to helping all children become compassionate, considerate adults who form part of a fair and equal society.

We demonstrate these values through the management and implementation of the EYFS, and through policies and procedures relating to equality, behaviour and safeguarding, with which the Prevent Duty is consistent.

We ensure that we share these values, and that they are understood and applied by all staff, regular volunteers, and where appropriate, parents. To fulfil the Prevent Duty, we ensure that:

- we focus on children's personal, social and emotional development, ensuring children learn right from wrong, mix and share with other children, value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes;
- staff are alert to harmful behaviours by influential adults in the child's life. This may include witchcraft, demonism, discriminatory and/or extremist discussions between parents, family and/or staff members;
- we take action when we observe behaviour of concern;
- staff are able to identify children who may be vulnerable to radicalisation, extremism, demonism and witchcraft and know what to do when they are identified;
- we assess the risk of children being drawn into terrorism, and work in partnership with local partners such as the police, Prevent Co-ordinators, Channel Police Practitioners and their BWSCP, to take account of local risks and respond appropriately;

## **SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICY (continued)**

- we make referrals to local Channel Panels, Channel Police Practitioners or the BWSCP, if there are concerns that an individual may be vulnerable to being drawn into terrorism or extremism; and
- we assess our training needs in the light of our assessment of the risk.

We require all staff to complete an online Channel General Awareness course to increase their knowledge in relation to their duties and responsibilities.

### **Training**

- We seek out training opportunities 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.
- We train all permanent staff, so they can learn to recognise the signs and symptoms of possible abuse, i.e. physical, emotional, neglect and sexual. All staff attend the next possible Universal Safeguarding Children course after their employment commences. In the interim period, all staff are required to complete an online Safeguarding Children course which has been endorsed by BFfC.
- All regular volunteers are required to complete an online Safeguarding Children course which has been endorsed by BFfC. Regular volunteers are also requested to voluntarily attend the formal BFfC Safeguarding Children course.
- Committee members are requested to complete an online Safeguarding Children course which has been endorsed by BFfC.
- We ensure that all staff, volunteers and committee members know the procedures for reporting and recording their concerns in the Pre-School.

### **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.
- Staff must inform another member of the team (about where they are going and what they are doing) if they need to attend to a child, for example, take them to the toilet or change their nappy.

# **SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICY**

**(continued)**

## **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 that they develop an understanding of why and how to keep safe.
- We educate children to understand and express their feelings and at the same time, build up their confidence to refuse inappropriate attention.
- We create within the setting a culture of value and respect for the individual, 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 CSPA or the BWSCP.

## **Support to Families**

- We believe in building trusting and supportive relationships with families, staff and volunteers in the group.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, 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 our Confidentiality and Information Sharing Policy and only if appropriate under the guidance of the BWSCP.



# **SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICY**

**(continued)**

## **Children Looked After**

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

- The term 'children looked after' 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 CLA.
- We aim to offer places to two-year-old children who are in care in exceptional circumstances.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and has formed a secure attachment to the carer. We expect that the placement in the Pre-School will last a minimum of one term, providing spaces are available.
- 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.
- We work closely with the Virtual school.

## **Procedures**

- The designated person for looked after children is the designated Safeguarding Children Officer.
- The Pre-School 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 Pre-School 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 every three months or as advised by social services.

# SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICY

(continued)

- 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 – 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, fun-days etc. alongside the foster carer.

# **SPECIAL EDUCATIONAL NEEDS POLICY**

## **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 and DH Special Educational Needs and Disability Code of Practice 0-25 years.
- We ensure our provision is inclusive to all children with special educational needs.
- 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: Suraksha Sawant.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the Pre-School.
- 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.
- 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 individual support educational plans (ISP) for children with special educational needs.

## **SPECIAL EDUCATIONAL NEEDS POLICY (continued)**

- 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) at each stage.
- 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.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Support Plan reviews, staff and management meetings, parental and 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.

### **The Role of the Special Educational Needs Co-ordinator**

The Role of the Special Educational Needs Co-ordinator is:

- To liaise with staff and primary carers to ascertain which children are giving cause for concern.
- To take the lead in observation and assessment of identified children and identification of their strengths, weaknesses and consequent needs.
- To take the lead in planning future support for children with SEN, in discussion with staff.
- To liaise with outside agencies where necessary.
- To offer support and advice to staff and primary carers. This will include:
  - attendance at meetings between staff and primary carers.
  - attendance at meetings between staff and outside agencies.
  - provision of written Individual Support Plans, containing targets for the
  - child, review date and strategies to be used.
  - taking the lead in monitoring and reviewing the action taken.

## **SPECIAL EDUCATIONAL NEEDS POLICY (continued)**

- To maintain an up to date Register of children with Special Needs that attend our setting.
- To ensure that relevant background information about individual children with Special Educational Needs is collected, recorded and updated.
- To keep up to date with changes in legislation and methodology regarding Special Educational Needs and to attend such training as may be required in order to so do.
- To perform any other duties in connection with children with Special Educational Needs as may be deemed necessary by the Committee.

# STUDENT PLACEMENTS POLICY

## Policy Statement

We recognise that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience.

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 person' requirements of Ofsted and have DBS checks carried out by their training provider and provide us with a copy of their Enhanced BDS Disclosure.
- 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.
- 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 and Information Sharing 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 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.

## **STUDENT PLACEMENTS POLICY (continued)**

- 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.
- Students who are required to conduct child studies will obtain beforehand written permission from the parents of the child.

# TRANSITION POLICY

## Policy Statement

All types of transitions are known to be times of particular vulnerability for young children, when earlier developmental and social progress is placed at risk. A successful transition to school is important for all children.

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 aim to provide a stimulating educational program for each child with the purpose of preparing them for a smooth and happy transition to their next setting or to school. We aim to provide a play-based, comprehensive program whilst allowing children to choose a path of learning suited to their individual stage of development and interests. We will endeavour where possible to familiarise the children with the new environment to assist in the transition process.

Throughout the transition process, we involve the child, their parents and the receiving setting or school in this process. We prepare records about a child's development and learning in the Early Years Foundation Stage (EYFS) in our pre-school. In order to enable smooth transitions, with the parent's permission we share appropriate information with the receiving setting or school.

Confidential records are shared where there have been child protection concerns according to the process required by our BWSCP.

This procedure guides the process and determines what information we can and cannot share with a receiving school or setting.

## Procedures

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

- Using the EYFS to assess the development and learning of the child, the key person prepares a tracking record in all areas of learning along with the specific areas of learning.
- 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 we have identified or addressed.
- 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 EHCP and gives the name of the lead professional.



## **TRANSITION POLICY (continued)**

- The record contains a summary by the key person and the parent.

### **2. Transfer of confidential information**

- The receiving school or setting will need to have a record of concerns that were raised in the pre-school 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. The BWSCB.s 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.
- A signature of receipt of records will be required.

# UNCOLLECTED CHILD PROCEDURE

## Policy Statement

In the event that a child is not collected by an authorised adult at the end of a session or Pre-School 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. We will ensure that the child receives a high standard of care in order to cause as little distress as possible.

We inform parents and 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 Pre-School 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 close relative.
  - Mobile telephone number (if applicable).
  - Names and telephone numbers of adults who are authorised by the parents to collect their child from Pre-School.
  - Who has parental responsibility for the child.
  - Information about any person who does not have legal access to the child.
- Parents must provide an emergency contact number for occasions when they are aware that they will not be at home or in their usual place of work.
- On occasions when parents or the persons normally authorised are not able to collect the child, they provide us with written details on the Registration Form of another responsible adult who will be collecting their child. We verify the identity of this person by not releasing the child to them unless they know the password that has been stated on the Registration Form by the parent.
- Parents must inform us immediately if they are not able to collect the child as planned 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 by an authorised adult within one hour after Pre-School has closed and the staff can no longer supervise the child on our premises.

## UNCOLLECTED CHILD PROCEDURE (continued)

- If a child is not collected at the end of their session, 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 and carers are contacted at home, at work and on the emergency contact number.
  - If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting 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 one hour and there is no-one who can be contacted to collect the child, we apply the following procedures for uncollected children:
    - We contact our local authority Child Protection Team on:  
Children's Single Point of Access Team (CSPA):  
  
Telephone number: 0118 937 3641
    - The child stays at setting in the care of two members of fully-vetted staff, one qualified, until the child is safely collected either by the parents or by a social 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 do 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.
- Ofsted may be informed.
- Depending on circumstances, we reserve the right to charge parents a "Late Collection Fee" for the additional hours worked by our staff.

### Late Collection of Child

We understand when there is a real one-off emergency and you cannot get to Pre-School on time to collect your child. In these circumstances, we ask you to telephone Pre-School immediately to let us know the situation and to inform us which of the authorised adults named on the Registration Form will be collecting your child on your behalf.

## **UNCOLLECTED CHILD PROCEDURE (continued)**

However, if your child is regularly collected late from Pre-School, this causes us issues with staffing and costs. We therefore reserve the right to charge the following “Late Collection Fees” when children are persistently being collected late from their session at Pre-School:

Up to 10 Minutes Late	£5.00
10 – 20 Minutes Late	£10.00
20 – 30 Minutes Late	£15.00 and so on.

## **USE OF INTERNET AND E-MAIL POLICY**

**The following Use of Internet and E-mail Policy applies to The Grange Pre-School Staff:**

### **Policy Statement**

Use of the internet by employees of The Grange Pre-School is permitted and encouraged where such use supports the learning and education of the children, in line with the Early Years Foundation Stage (EYFS). However, The Grange Pre-School has a policy for the use of the internet whereby employees must ensure that they:

- comply with current legislation
- use the internet in an acceptable way
- use e-mail for business purposes only
- do not create unnecessary business risks to the company by their misuse of the internet.

### **Unacceptable behaviour**

In particular, the following is deemed unacceptable use or behaviour by employees:

- using the pre-school wireless connection for purposes that are not business related.
- using the pre-school wireless connection on personal devices for any purpose.
- visiting internet sites that contain obscene, hateful, pornographic or otherwise illegal material.
- visiting websites that are not for business purposes.
- using the computer to perpetrate any form of fraud, or software, film or music piracy.
- using the internet to send offensive or harassing material to other users.
- downloading any software or files without the prior permission of the Pre-School Manager. In addition, any software or any copyrighted materials belonging to third parties must not be downloaded unless this download is covered or permitted under a commercial agreement or other such licence (unauthorised copying is a criminal offence).
- downloading any software or files which are not for business purposes.
- installing any software without the prior permission of the Pre-School Manager.
- hacking into unauthorised areas.
- publishing defamatory and/or knowingly false material about The Grange Pre-School, your colleagues and/or our parents, children, committee or any other associate of The Grange Pre-School on social networking sites (such as Facebook), 'blogs' (online journals), 'wikis' and any online publishing format.

## **USE OF INTERNET AND E-MAIL POLICY (continued)**

- introducing any form of malicious software into the corporate network.
- accessing personal e-mails, any social networking sites or chat rooms.
- making personal online purchases.
- making business online purchases without the prior permission of the Pre-School Manager.

### **Monitoring**

The Grange Pre-School accepts that the use of the internet is a valuable tool. However, misuse of this facility can have a negative impact upon employee productivity and the reputation of the Pre-School.

In addition, all of the company's internet-related resources are provided for business purposes. Therefore, the company maintains the right to monitor the volume of internet and network traffic, together with the internet sites visited.

### **Sanctions**

Where it is believed that an employee has failed to comply with this policy, they will face the company's Disciplinary Procedure. If the employee is found to have breached the policy, they will face a disciplinary penalty ranging from a verbal warning to dismissal. The actual penalty applied will depend on factors such as the seriousness of the breach and the employee's disciplinary record.

### **Agreement**

All company employees, contractors, temporary staff and volunteers who have been granted the right to use the company's internet access are required to understand, accept and agree to this policy.

# VALUING DIVERSITY AND PROMOTING EQUALITY POLICY

## 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 Pre-School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We work in accordance with all relevant legislation. 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 and anti-discriminatory practice, promoting equality and valuing diversity;
- Challenge and eliminate discriminatory actions;
- Make inclusion a thread that runs through all of the activities in the Pre-School; and
- Foster good relations between all communities.

# VALUING DIVERSITY AND PROMOTING EQUALITY POLICY

(continued)

## PROCEDURES

### Admissions

Our Pre-School is open to all members of the community.

- We advertise our setting widely.
- We reflect the diversity of our society in our promotional materials.
- We provide information in clear, concise language.
- 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 a protected characteristic as defined by the Equalities Act. 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 and will endeavour to ensure that any disability is supported to the best of our ability.
- We develop an action plan to ensure that people with a disability can participate successfully in the services we offer.
- 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.



# **VALUING DIVERSITY AND PROMOTING EQUALITY POLICY**

**(continued)**

- Displaying of openly discriminatory and possibly offensive materials, name calling, 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 regular volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable children to flourish.
- We ensure that all 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.

## **The Prevent Duty**

The Prevent Duty Guidance came into force on 1 July 2015. The Prevent Duty sets out the need for 'British Values' to help everyone live in safe and welcoming communities where they feel they belong.

It places duties on schools and registered childcare providers around keeping children safe and promoting their welfare. In particular, the Prevent Duty requires providers to 'have due regard to prevent people from being drawn into terrorism'.

# **VALUING DIVERSITY AND PROMOTING EQUALITY POLICY**

## **(continued)**

To be both effective and lawful, early years providers must meet specific legal duties including those arising from the Prevent Duty. This sets out the need for 'British Values' to help everyone live in safe and welcoming communities where they feel they belong. These

British Values are defined as:

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of those with different faiths and beliefs

Please refer to our Safeguarding Children Policy for further information on how we ensure that we share these values.

## **Framework**

The Early Years Foundation Stage (EYFS) Framework offered in our Pre-School 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.

## **Environment**

Our environment is as accessible as possible for all visitors and service users. If access to the building is found to treat disabled children or adults less favourably, we will make reasonable adjustments to accommodate the needs of the 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;
- 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;
- Positively reflecting the widest range of communities possible in the choice of resources;
- Avoiding stereotypes or derogatory images in 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;

## **VALUING DIVERSITY AND PROMOTING EQUALITY POLICY**

**(continued)**

- 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 to stories of their everyday life to the Pre-School.
- We encourage mothers, fathers and other carers to take part in the life of the Pre-School 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 a range of food and of cultural approaches to mealtimes and eating and to respect the differences among them.

### **Meetings**

- Committee meetings are arranged to ensure that all families who wish to may be involved in the running of the Pre-School.
- We positively encourage fathers to be involved in the Pre-School.
- Information about meetings is communicated in a variety of ways – written and verbal to ensure that all mothers and fathers and carers have information about and access to the meetings.

## **VALUING DIVERSITY AND PROMOTING EQUALITY POLICY**

**(continued)**

### **Monitoring and Reviewing**

- To ensure our policies and procedures remain effective, we will monitor and review them annually to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity.

We provide a complaints procedure and a complaints summary record for parents to see.

# Whistle Blowing Policy

## Policy statement

**Definition:** Whistle blowing is raising a concern about malpractice within an organisation.

This policy provides individuals in the workplace with protection from victimisation or punishment where they raise a genuine concern about misconduct or malpractice in the organisation. The policy is underpinned by the Public Interest Disclosure Act, which encourages people to raise concerns about misconduct or malpractice in the workplace, in order to promote good governance and accountability in the public interest. The Act covers behaviour, which amounts to:

- A criminal offence
- Failure to comply with any legal obligation
- A miscarriage of justice
- Danger to health and safety of an individual and/or environment
- Deliberate concealment of information about any of the above.

## Procedures

It is not intended that this policy be a substitute for, or an alternative to the group's formal Grievance Procedure, but is designed to nurture a culture of openness and transparency within the organisation, which makes it safe and acceptable for employees and volunteers to raise, in good faith, a concern they may have about misconduct or malpractice.

Employees and volunteers are entitled to expect fair and reasonable treatment from their employer and colleagues. The Pre-School has in place formal procedures that paid or unpaid staff can use if they feel they have been unfairly treated or discriminated against.

The Pre-School accepts that there may be rare occasions in the organisation when situations arise which are illegal, improper or unethical, or which are otherwise in conflict with the codes of practice of Social Service Workers and Employers. The Pre-School is committed to providing paid and unpaid staff with an effective mechanism for dealing with such situations.

An employee or volunteer who, acting in good faith, wishes to raise such a concern should normally report the matter to their Manager who will advise the employee or volunteer of the action she will take in response to the concerns expressed. Concerns should be investigated and resolved as quickly as possible.

## Whistle Blowing Policy (continued)

If an employee or volunteer feels the matter cannot be discussed with their Manager, he or she should report it to the Chairperson of the Committee. The Chairperson will decide, in consultation where necessary with Early Years Alliance (EYA) and/or OFSTED, what action is to be taken. This may include whether the issue raised can be dealt with through the group's own Grievance Procedure.

A disclosure in good faith to the Manager, or Chairperson will be protected. Confidentiality will be maintained wherever possible and the employee or volunteer will not suffer any personal detriment as a result of raising any genuine concern about misconduct or malpractice within the organisation.

**Notes to the policy:** The Public Interest Disclosure Act 1998 came into force in July 1999. The Act encourages people to raise concerns about malpractice in the workplace without fear of dismissal or victimisation and helps to prevent cover up of serious malpractice.

**Malpractice:** applies to people at work raising genuine concerns about crime, civil offences (including negligence, breach of contract, breach of administrative law), miscarriage of justice, danger to health and safety or the environment and the cover up of any of these. It applies whether or not the information is confidential.

In addition to employees the policy applies to relief staff, trainees and student placements, and unpaid workers.

There are no restrictions under employment law on minimum length of service and age.

Under the Act, employees may safely seek legal advice on any concerns they have about malpractice.

The Act does not presently cover volunteers.

