

(1) Our Ethos

Marden Pre-school's Ethos is to create a nurturing and inclusive environment in partnership with parents; where each child can reach their full potential in an environment which is safe, secure, happy, healthy and stimulating.

Marden Pre-school has high expectations of our staff team to ensure that we deliver the highest quality childcare possible. Our staff are dedicated, committed and have the motivation and genuine passion to deliver high quality childcare where children are happy and safe. Staff are carefully selected not only for their professional childcare qualifications and experience, but also for their personal qualities and their commitment to provide each child with quality care, and their continuing enthusiasm to develop their skills through further training.

- Within our setting we aim to:
- Create a stimulating, caring and safe environment where each child's individual needs are met and where they can develop creativity, individuality and self-confidence in secure surroundings.
- To treat each child as an individual and recognise and celebrate individuality and diversity which helps promote a rich learning environment
- Promote the development of a positive self-image within all children and families.
- Work in partnership with parents and carers in an open and honest way.
- Support parents and carers in the developmental needs of their children, both in the setting and at home. We will achieve this by:
- Creating an environment which promotes inclusion by introducing appropriate resources and positive images of gender, disability, ethnic minorities and different cultures.
- Encouraging the participation of parents and carers in aspects of the running of the setting.

- Creating a welcoming atmosphere which makes the children, parents and carers happy and comfortable within the setting.
- Having a thorough recruitment and induction process. Valuing our staff and encouraging and supporting ongoing professional development.
- Continually monitoring, reflecting and evaluating the effectiveness of our practice. We will identify our strengths and weaknesses and constantly look for ways to raise the quality of the service we provide and to improve outcomes for all children.
- We develop and maintain strong links in the local community, and other agencies, therefore encouraging the local community and these professionals to play an active role within the setting.

(2) Accident and Incident Policy

Great care is taken by our staff at all times to prevent injury to children and staff. It is a legal requirement to have a member of staff with current Paediatric first aid training on the premises or on an outing at any one time. We aim to have all our staff first aid trained, so all staff can take action to administer first aid treatment in the event of an accident involving a child or adult.

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

- First aid procedures
- Staff must practice good hygiene at all times.
- Gloves must be worn by staff when dealing with any cuts, saliva or other bodily fluid.
- The staff member will record details of the accident and treatment given.
- The parent/carer must sign the form when they collect their child.
- The copy of the form must be given to the parent/carer for all head injuries and whenever a parent requests a copy.
- The form will be given to the manager for investigation.
- If the accident causes any major concern to the staff then the parent/carer will be informed.
- Any incidents must be reported to the manager for investigation.

The manager will ensure that the first aid equipment is replenished and replaced as necessary. Our first aid kit complies with the Health and Safety (First Aid) Regulations 1981. The first aid box is easily accessible to adults and is kept out of the reach of children. No un-prescribed medication is given to children, parents or staff.

In case of a medical emergency:

Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital. Staff will call the emergency services and provide details of the incident and details from the child's registration form. The parent/carer will be contacted and a member of staff will go with the ambulance with the child's registration details and consent forms and will remain with the child until the parent/carer arrives at hospital.

Recording and reporting of accidents and incidents

All accidents however small must be recorded on an accident form. Our accident forms are kept in each child's file. They are accessible to all staff and volunteers, who know how to complete them. They are reviewed by the manager to identify any potential or actual hazards. All forms are kept for future reference for at least 21 years and 3 months. When there is any serious injury or death of a child or adult we will notify the appropriate authorities, Ofsted and the insurance company. Further to this if staff notices a serious injury which they are unsure whether it occurred at pre-school or at home, we will follow our Safeguarding Policy.

Dealing with incidents and emergencies

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 general practitioner or hospital.
- Any dangerous occurrence - this may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.
- We have ready access to telephone numbers for emergency services, including local police. We keep incident forms for recording incidents and emergencies

including those that that are reportable to the Health and Safety Executive as above. These incidents include:

- Break in, burglary, theft of personal or the setting's property;
- An intruder gaining unauthorised access to the premises;
- Fire, flood, gas leak or electrical failure;
- Attack on member of staff or parent on the premises or nearby;
- Any racist incident involving staff or family on the centre's premises;
- Death of a child,
- Terrorist attack or threat of one.

(3) Achieving Positive Behaviour

Children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Where appropriate children will be encouraged to consider the impact their behaviour has on the people, places and objects around them; and to consider the views, feelings, needs and rights of others. We will positively promote good behaviour and value co-operation and a caring attitude to enable children to develop as responsible members of society.

We have a named persons who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. Our named persons are; Paula Barrett and Wendy Smith

We require the named person to:

- Keep 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.
- Support staff by providing relevant in-service training on promoting positive behaviour.

We aim to achieve positive behaviour by:

Creating a positive learning environment

- Staff model appropriate behaviours e.g. speaking in a pleasant voice, playing cooperatively, sharing, being polite, tidying up, and being kind to others.
- Staff respond positively to children giving help, care, encouragement and attention.

- Questions and prompts are used to respond to child initiated interactions to promote language, problem solving, social and emotional development.
- Staff use verbal, and nonverbal prompts to teach new skills.
- Considerate behaviour such as kindness and willingness to share are acknowledged.
- Staff support children in developing self-esteem, confidence, a sense of belonging, and of being valued.

Using assertive discipline

- Assertive discipline involves being consistent, responding immediately and modelling how to behave appropriately.
- Staff value children's individuality whilst expecting reasonable behaviour.
- When staff respond to unwanted behaviour they will remain calm and will not raise their voices.
- When children behave in inconsiderate ways, staff will help them understand the outcomes of their action and support them in learning how to cope more appropriately.
- It will always be made clear that it is the behaviour that is unacceptable not the child.
- An alternative to the undesirable behaviour will be discussed with the child, to help them deal with the situation next time it happens.
- Distracting and redirecting children's activities are ways of discouraging unwanted behaviours.
- Using descriptive praise to encourage behaviours we would like to see more often.

Having realistic expectations

- Children are individuals and develop at different rates and need to be developmentally ready before they can learn a new skill.
- All children make mistakes and most are not intentional.
- Behaviours will be handled in a developmentally appropriate way.
- Babies and 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.
- Staff will remain calm and patient, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- Staff will be aware that some behaviour may arise from a child's special needs.
- A child may have insufficient language skills to express him or herself and may feel frustrated.
- Children do need their own time and space, it is important to acknowledge children's feelings and to help them understand how others might be feeling.
- A child may be exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse.

Managing unwanted behaviours

In all cases inappropriate behaviour will be dealt with at the time of the incident. Staff will use a variety of techniques depending on the child and the behaviour.

These include:

Establishing clear ground rules – e.g. reminding of rules i.e. 'we walk indoors'.

Planned ignoring – paying no attention to a minor behaviour i.e. saying a rude word

Give clear calm instructions – explain clearly what you would like the child to do, giving praise when completed.

Logical consequences / quiet time – removing the child from the situation and spending time with an adult doing something else to give calm down time.

Physical restraint

'It is permissible to take necessary physical action in an emergency to prevent personal injury either to the child, other children, an adult or serious damage to property' The Children Act Vol12 Chap6.22

We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.

All incidents of physical restraint will be reported to the preschool manager and are recorded in the child's personal file (what happened, what action was taken and by whom, and the names of witnesses). The child's parent is informed on the same day.

Hurtful behaviour and bullying

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 usually momentary and spontaneous.

- We help a child to understand the effect that their hurtful behaviour has had on another child; we encourage a child to say sorry where it is clear that they are genuinely sorry.
- 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 help children recognise and understand 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, and you were enjoying playing with it. Did it make you feel angry?" 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.
- Skills such as sharing and turn-taking take time to develop. Children need repeated experiences supported by patient adults and clear boundaries.
- In cases of serious misbehaviour, such as racial abuse, we make clear the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

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. Bullying can occur in children five years old and over and in younger children when they have reached a stage of cognitive development where they are able to plan to carry out a premeditated intent to cause distress in another.

If a child bullies another child or children:

- We give reassurance to the child or children who have been bullied; showing 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 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, be subject to abuse, or other circumstances causing them to express their anger in negative ways.
- Children who bully are often unable to empathise with others and we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done.
- 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.
- We discuss what has happened to 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.

Rough and tumble play, fantasy aggression and weapons

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.

- 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.

- Many children will invariably play with weapons, using their finger as a gun at the very least. This play is often reflecting what they have observed or experienced. As with other forms of play weapon play will be carefully observed and used as an opportunity to develop children's appropriate understandings.

Risky play

Official advice to practitioners is to ensure that children encounter more risk in their play. The Early Years Foundation Stage states 'Being overprotective can prevent children from learning about possible dangers and about how to protect themselves from harm.' All play will be monitored for risk and appropriate risk assessments will be undertaken. However, we acknowledge that during play children will sometimes hurt themselves. Any injuries will be treated in the appropriate ways.

Staffing

We familiarise new staff and volunteers with our behaviour policy and guidelines for behaviour.

- All staff, volunteers and students are required to provide a positive model of behaviour by treating children, parents and one another with friendliness, respect and courtesy.
- Staff will not humiliate, ridicule, use or threaten physical punishment. Techniques intended to single out a child will not be used e.g. A 'naughty chair' or sending a child out of a room.
- Staff will not use an area, i.e. the quiet area, as part of the discipline process (by sending a child for bad behaviour), so children do not see these as negative areas.

- 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 nursery.

Partnership with parents

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.

- Staff will share with parents what strategies they are using to discourage the behaviour so we can work together to ensure consistency.
- If a serious incident occurs an incident form will be completed and parents informed.
- Where a child's behaviour continues to give cause for concern, staff will consult with parents/carers about possible ways in to support the child.
- We may advise parents to seek specialist advice (for example, sometimes hearing or speech problems lead to difficulties in understanding rules).
- An Individual Education/ Behaviour Plan will be set up where necessary. If aspects of a child's behaviour are putting their own or others safety at risk the procedures to be followed will be written into the Individual Education/ Behaviour Plan.

Working with other agencies

In some cases we may request additional advice and support from other professionals. This may include the Early Education Team from the County Council.

(4)Admission Policy

It is our intention to be inclusive and accessible to children and families from all sections of the local community. We operate an Equality and Diversity Policy and ensure that all children have access to Pre-school places and services irrespective of their gender, race, disability, religion, belief or sexual orientation of parents. We are flexible about attendance patterns to accommodate the needs of individual children and families. Visits by parents /carers and children are welcome and encouraged prior to booking a place.

Waiting list

The number of children attending Pre-school is strictly regulated to ensure that correct staff child ratios are maintained. If there is a space on the required sessions at the Pre-school then a place will be offered immediately, otherwise the child will be placed on a waiting list. We arrange our waiting list in order that the application is received with priority given to children eligible for Early Education Funding, Siblings and those already attending requiring additional sessions.

Registration

A registration visit must be completed before a child can start Pre-school. At this visit you will meet the Pre-school Manager or Deputy Manager and your child's Key Person. They will explain more about Pre-school and gather information about a child's individual needs. Parents/carers must complete and sign registration forms and parental consent forms. An Administration fee is payable to secure a place and is due before the child's first day. Invoices are prepared termly but parents / carers can pay weekly monthly half termly or termly if this is more convenient.

Early Education Funding

We are registered with the Directory of Providers to accept government funding. Children who are entitled to free early education the term after they are 3 years old. Children are entitled to 15 hours a week, which can be taken flexibly as morning, afternoon session or full day sessions. Some 2 year olds may be eligible for funding

if certain criteria are met. When you register your child for their funded place we will discuss your needs, and as far as possible with availability and staffing arrangements we will accommodate your wishes. There is no registration charge or charge for meals if a child only attends for their free entitlement.

(5) Adverse Weather Policy

Marden Pre-school have an adverse weather policy in place to ensure we are prepared for adverse weather such as snow. We will make every effort to keep the Pre-school open in adverse weather and to cause as little disruption as possible.

All our staff are expected to attempt to get to work, regardless of how they normally travel to the Pre-school. However in cases of very extreme weather conditions the Pre-school may not be able to operate to its usual opening times. Any decisions will be made by the Pre-school Manager in conjunction with Marden Primary Academy we will take into account the safety of the children, their parents and the staff team.

Procedures

- We will keep to OFSTED requirements for ratios, we would work on the amount of children who have arrived at the Pre-school and who are due in on that particular day.
- In the event of staff shortages all pool staff and off duty staff will be contacted to come into work.
- If ratios cannot be maintained or if we feel the safety health or welfare of the children is compromised then we will take the decision to close the Pre-school. If this is the case, the Pre-school manager or deputy will telephone parents as soon as possible.
- If high snow fall is forecast during the day then the Manager will speak to the head teacher at Marden Primary Academy and a decision will be made as to whether to close the Pre-school early and parents will be contacted to arrange early collection of their children.
- We will notify the local radio stations if the Pre-school is unable to open.
- No refunds will be offered due to closure for adverse weather conditions. The Pre-school after school club will also close if the decision is made for a closure. The

Pre-school Manager will liaise with the school and a decision will be made on the dropping off and collecting of children from school.

(6) Arrivals and Departures Policy

It is the policy of Marden Pre-school to give a warm welcome to all children, parents and carers on their arrival. It is the responsibility of the manager/ Deputy to ensure that an accurate record is kept of all children in the Pre-school and that any arrival or departure to and from the premises is recorded in the register.

The register will be kept in an accessible location for all staff. Staff will also take regular head counts throughout the sessions to ensure all children are present at all times. Records of the daily registers will be kept by the setting for 2 years.

Arrivals

On arrival a member of staff will get all parents to sign the children into the setting. It is then recorded at registration time the child's attendance in the daily register including the time of arrival. Any messages passed on by the parents are to be noted on the signing in sheet and shared with the staff. Parents and guardians will only sign their child in to the setting if it is safe to do so. Please see Covid- 19 policy and procedures document.

. If the parent/carer wants their child to be given medicine during the day by a member of staff they must complete and sign a medication form.

Departures

If the child is to be collected by someone other than the parent/carer this must be indicated to a member of staff and recorded at the start of the sessions. The adult nominated to collect a child must be one of those named on the registration form or be agreed with the manager and a password given by the parent. Only adults aged 18 years will be allowed to collect the child.

Within the Pre-school. If the parent/carer arranges for someone else to pick up the child then there must be a password agreed and the child will not be released until the staff are satisfied that the child is in safe hands.

Staff will check this information before permitting the child to leave. If there is any uncertainty staff should make further checks by telephoning the parent / carer. If the parent/carer or nominated adult is going to be late to collect their child the setting must be informed as soon as possible. If the designated adult is late in picking up their child without prior warning the provisions of the Late Collection and Uncollected Child Policy will be activated. Upon departure the register will be marked to show that the child has left the premises and the time of departure will be recorded. Once the child has been signed out the staff will have no more responsibility for that child.

Adults arriving for work under the influence of alcohol and drugs.

The Pre-school's prime focus is the care and safety of the children it cares for. If an adult arrives to collect a child and they are deemed to be under the influence of alcohol or drugs the Pre-school Manager, Deputy Manager or the senior member of staff on duty will assess whether the child's safety and welfare may be impacted if released into this person's care. The decision will be discussed with the adult and where required an additional named adult will be contacted to collect the child or this will be referred to social care if this is not possible.

(6a)Complaints Policy

It is our aim to provide a high quality stimulating environment for your child. Children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our Pre-school and will give prompt and serious attention to any concerns about the running of the Pre-school. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our Pre-school to a satisfactory conclusion for all of the parties involved.

Procedures for making a complaint

Stage 1 - Any parent who has a concern about an aspect of the Pre-school's provision should talk over, their concerns with the Pre-school manager or deputy manager. Most complaints should be resolved amicably and informally at this stage.

Stage 2 - If this does not have a satisfactory outcome, or if the problem reoccurs, the parent should put the concerns or complaint in writing to the Pre-school manager. We can arrange help with this for parents not comfortable with making written complaints. When the investigation into the complaint is completed, the manager meets with the parent to discuss the outcome. Parents must be informed of the outcome of the investigation within 14 days of making the complaint.

Stage 3 - The parent or carer can put a complaint in writing to the Pre-school Chair person. A sealed letter can be left at the Pre-school which will be passed unopened to the Pre-school committee. An investigation will be carried out and the parent will be informed of the outcome of the investigation within 14 days

Stage 4 - If you are not satisfied with the response you can take your complaint further to the committee of Marden Pre-school. They can arrange a meeting to help to help define the problem, review the action so far and suggest ways in which it might be resolved. A record of this meeting, including the decision on the action to

be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

The role of the Ofsted and the Herefordshire safeguarding children partnership

Parents may approach Ofsted directly at any stage of this complaints procedure. We display the Ofsted poster giving parents details of how to contact Ofsted on our parent notice board. If a child appears to be at risk, our Pre-school follows the procedures of the Herefordshire safeguarding children partnership. In these cases, both the parent and Pre-school are informed and the Pre-school manager works with Ofsted or the Herefordshire safeguarding children partnership to ensure a proper investigation of the complaint is followed and the appropriate action is taken.

Ofsted contact details are:

Telephone: 0300 123 1231

Email: enquiries@ofsted.gov.uk

Address: The National Business Unit Ofsted Piccadilly Gate Store Street Manchester,
M1 2WD Record of complaints

Our setting is required to keep a 'summary log' of all complaints that reach stage two or beyond. Written complaints from parents will be kept in the child's personal file. When the complaint is resolved summative points are logged in the Complaints Summary Record. On request we would provide Ofsted with a written record of all complaints made within a specific time period, and the action taken as a result of each complaint. This is available to parents.

(7) Early Years Foundation Stage Policy

The period of time from birth until a child is 5 years old is described as the Early Years Foundation Stage (EYFS). This is a very important stage in a child's life stage as it aims to provide children with a broad range of knowledge and skills to provide the right foundation for 'school readiness' and good future progress through school and life.

As an Early Years Provider we have a legal requirement to meet the standards set out in Early Years Foundation Stage Framework. Children can join us from the age of 9 months.

This framework sets out:

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

These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;

- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- Children **develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities. (Statutory Framework for the Early Years Foundation Stage, 2012 Revised 2014) updated September (2021)

The EYFS is split into 3 sections:

1. The Learning and Development Requirements
2. Assessment
3. The Safeguarding and Welfare requirements

Learning and Development

We aim to provide a high quality early learning environment that is happy, active, exciting, fun and secure; and which supports children's development, care and learning needs.

There are seven areas of learning that shape our environments and we work to help children achieve these are:

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

The learning environment is organised to allow children to explore all these areas of learning securely and safely.

There are areas where the children can be active, be quiet and rest. The setting has an outdoor area with free flow play between indoors and outdoors. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers children the opportunity to explore, use their senses and be physically active and exuberant.

Through play children explore and develop learning experiences, which help them make sense of the world. They practice and build up confidence, ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own and learn to communicate with others as they investigate and solve problems. Children can express fears or re-live anxious experiences in controlled and safe situations. There is a balance between activities led by children, and activities led or guided by staff. As children grow and develop this balance will gradually shift; towards more activities led by adults, to help children prepare for more formal learning at school.

Staff will implement a range of teaching strategies to ensure that every child receives enjoyable and challenging learning experiences, tailored to meet their needs. We reflect on the different ways that children learn and reflect these in our planning and teaching methods.

There are three characteristics of effective teaching and learning these are:

- Playing and Exploring- Children investigate and experience things, and “have a go.”
- Active Learning- Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and Thinking Critically- Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Praise and encouragement is used to encourage children to develop a positive attitude to learning. We educate children on boundaries, rules and limits and help them understand why they exist. Children are given choices to help them develop this important life skill. We allow children to take risks in a safe environment, teaching children how to recognise and avoid hazards.

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the setting to extend their learning.

We value the diversity of individuals and do not discriminate against children because of 'differences'. All children and their families are valued and are treated fairly regardless of race, religion or abilities. We give the children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning. We plan to meet the needs of boys and girls, children with special educational needs, children who are more able, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We use resources which reflect diversity and are free from discrimination and stereotyping.

We have a curriculum document that support children's development using a wide variety of teaching methods. We also plan activities and experiences which are based around the individual children's needs and interests. These plans are used and implemented by the all staff within the setting who have a good understanding of the children needs. We make regular monitor children's learning and we use this information to ensure that future planning reflects identified needs and that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.

We aim to develop caring, respectful, professional relationships with the children and their families. We recognise that parents are children's first and most enduring educators and we highly value the contribution that parents make. We build strong home links in order to enhance and extend children's learning both within the Pre-school environment and in the child's home.

Each child is assigned a key person at registration. The key person will consider the individual needs, interests, and stage of development of each child in their care, and will use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. The key person will engage with and support parents and/or carers in guiding their child's development at home and will help families engage with more specialist support if appropriate.

Assessment

Assessment in the EYFS takes the form of observation, and this involves all staff. These observations are recorded in children's individual 'My Learning Journey' via online Tapestry by the key person, which also contains information provided by parents and other settings. This personalised record of each child's development is maintained, showing their abilities, progress, interests and areas needing further staff or parental assistance. We will keep parents and/or carers should be kept up-to-date with their child's progress and development and will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. We develop and maintain good links with local schools. When a child moves to another setting the manager will liaise with the staff to ensure a smooth transition.

2 Year Old Check

When a child is aged between two and three we will review their progress and give parents or carers a short written summary of their child's development. We will identify the child's strengths, and any areas where the child's progress is less than expected. If we feel there are significant emerging concerns, or an identified special

educational need or disability, practitioners we will develop a targeted plan to support the child's future learning and development involving other professionals as appropriate.

Safeguarding and Welfare

Children learn and develop best when they are healthy, happy, safe and secure, with their individual needs met. We aim to have a high quality setting which is welcoming, safe and stimulating with caring, skilled practitioners.

We will do this by:

- Ensuring that all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensuring that each new member of staff has a robust induction.
- Provide staff with opportunities to further their training and to keep up to date with their knowledge of early years.
- Ensuring that the correct number of staff are on duty at all times
- Having a safeguarding policy and procedures in line with the guidance set out by the Local Safeguarding Children's Board.
- Having policies and procedures in place to support equality, inclusion, and diversity including details of how we support children with special educational needs or disabilities.
- Promoting good health, preventing the spread of infection and taking appropriate action when children are ill or have an accident.
- Providing children with healthy nutritious and balanced meals.
- Promote oral health alongside health eating.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.

- Monitor the use of the internet and social media websites and applications on all computer and tablets.
- Ensure that the premises are suitable for purpose, secure, and that a furniture and equipment is safe.
- Share information with parents about the running of the setting.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- Having a clear procedure for complaints.

Key Person:

We promote the role of the key person as the child's primary carer in our Pre-school and allocate a key person to each child before they start to attend. 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. The key person welcomes and looks after the child and family during the settling in period to ensure the family has a familiar contact person to assist with the settling in process. The key person acts as the key contact for the parents and works with them to plan and deliver a personalised plan for the child's well-being, care and learning. We provide a co- key person so the child and the parents have a key contact in the absence of the child's key person. The key person is responsible for the child's developmental records, and for sharing information on a regular basis with the child's parents to keep those, reflecting the full picture of the child in our Pre-school and at home. They will build links with other carers involved with the child, such as a child minder, and co-ordinates the sharing of appropriate information about the child's development with those carers.

(8)Employment and Staffing

Our staffing ratios are in line with the welfare requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Procedures

- A minimum of two staff are on duty at any one time.
- We use a key person approach to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress.
- We hold a staff meetings every Friday to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.
- Staff meetings are held regularly. Staff are able to raise any issues they would like mentioned at the staff meeting.
- Every member of staff and student volunteer will have regular supervision meetings. This will be a chance to discuss any issues that have arisen. The manager is always available if something needs to be discussed before the next supervision is due.
- Appraisals for staff will be held annually.
- When a member of staff leaves our employment any reference request must be forwarded to the Pre-school manager.

Recruitment

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- 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.
- We welcome applications from all sections of the community. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- Any gaps in employment history are investigated.
- We require two references, one of which must be the last employer and last care employer.
- We obtain an enhanced criminal record checks through the Criminal Records Bureau for staff and volunteers who will have unsupervised access to children.
- We keep all records relating to employment of staff and volunteers, including the date and number of the enhanced DBS check.
- We inform Ofsted of any changes in the person responsible for our setting.
- All staff have a job description which set out their staff roles and responsibilities.

Induction

All new staff/ volunteers and students will have a induction and will be allocated a mentor.

They are given a staff induction pack. We have a written induction plan for all new staff, which includes the following:

- Introductions to all staff and volunteers-

- Familiarising with the building
- Familiarised in safeguarding, health and safety, food safety, medication, first aid 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.
- 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.
- The induction period forms part of the 6 month probationary period (for management positions this is 6 months also). During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.

Managing staff absences and contingency plans for emergencies

- Staff are expected to take holidays in holiday periods.
- When staff are unwell we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary.
- We have contingency plans to cover staff absences: we have a 'pool' of staff/volunteers who have current DBS checks and who are able to cover for staff absence at short notice.
- In the event that we are not able to find cover for staff absences the Pre-school will have to close to children and we will make a judgement to remain open to fewer children based on the needs of the children we will prioritise

children who will be transitioning to school, critical keyworkers, children who are vulnerable and children with SEN.

Training and staff development

At Marden Pre-school we take care to carefully select our staff not only for their professional childcare qualifications and experience, but also for their personal qualities and their commitment to provide each child with quality care. All other staff are qualified to level 3 or working towards this qualification. A proportion of our staff have higher qualifications e.g. Early Childhood Studies Degrees and Early Years Professional Status (EYP's). The quality of our staff allows us to provide a consistently high standard of care and to provide children with a wide variety of stimulating learning experiences.

We expect all our staff to keep up to date with mandatory training courses and to keep themselves up to date with current developments in childcare. Each member of staff has a training plan in place. The manager keeps a record of all training undertaken and training booked and plans the training needs of all the Pre-school staff. Training needs are discussed as part of the appraisal and supervision process.

Our Pre-school budget allocates resources to training. We provide regular in house-service training to all staff and volunteers; Training is through the Early Years Team at Hereford Council and through other external agencies. Advice may also be sought from the Early Years co-ordinator and Early Years Team.

Students

We recognise that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. We offer placements to students undertaking Early Years qualifications and for school pupils on work experience. We aim to provide experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

We require students on qualification courses to have a current DBS. Students undertaking qualification courses who are placed in our setting on a short term

basis are not counted in our staffing ratios. The needs of the children remain paramount, so we will not admit students in numbers that hinder the essential work of the Pre-school.

Schools placing students under the age of 17 years are asked 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.

We have employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers. We co-operate with students' tutors in order to help students to fulfil the requirements of their course. We provide students, at the first session of their placement an induction on how our Pre-school is managed, how our sessions are organised and our policies and procedures.

Special consideration for employees

We recognise that certain employees such as young persons, new and expectant mothers and persons with a disability require special consideration under The Management of Health and Safety at Work Regulations 1992 and the Equality Act 2010.

Any employee requiring special consideration will be assessed by the Pre-school manager and in conjunction with the individual on induction to the Pre-school or when their condition or disablement comes to light.

The risk assessments relating to the occupation of such workers will be considered at these times and special measures such as training and supervision, arrangements, modifications, and medical surveillance if necessary will be agreed with the worker. Further assessments and reviews will be carried out at least annually, or if and when any changes to the special circumstances or environment occur.

(9) Confidentiality and Information

Sharing Policy

Our work with children and their families will bring us into contact with confidential information which will only be used to enhance the welfare of their children. Parents have a right to know and be informed about the circumstances, and reasons, when we are obliged to share information and we will be open and honest and explain to families how, when and why the information will be shared about them and with whom. It is a legal requirement for the Pre-school to hold information about the children and families using the Pre-school and the staff working at the Pre-school. 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 and the Human Rights Act.

It is our intention to respect the privacy of children and their families and we do this by following the procedure below:

- Confidential records are stored securely and are locked in a filing cabinet or cupboard.
- Written permission is obtained to hold personal details on children and staff.
- Parents are informed when we need to record confidential information beyond the general personal information we keep i.e. injuries, concerns, safeguarding, contact with external agencies.
- Written consent is sought from parents before information is shared with external agencies unless a child is considered at risk when our safeguarding children policy will be followed.
- Parents have access to files and records of their own children but not to those of any other child

- All staff are aware that personal information given by parents is confidential and only for use within the Pre-school where it affects planning for the child's needs.
- If parents share information about themselves with other parents as well as staff we cannot be held responsible if information is shared by those parents whom the person has 'confided' in.
- Staff, student and volunteer inductions include an awareness of the importance of confidentiality.
- Decisions about staff employment remain confidential to those directly involved in the process.
- If staff breach this policy this may result in disciplinary action including dismissal.

Records

Records are kept for the purpose of maintaining our business. These include health and safety records, development plans, financial records, contractual documentation, and employment records of staff, students and volunteers.

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

Developmental records –

'My Learning Journey' -These may include observations of children in the Pre-school, photographs, video clips and samples of their work and summary developmental reports. These are usually kept in the room and can be freely accessed, and contributed to, by staff, the child and the child's parents.

Personal records - These include registration and consent forms; an on-going record of relevant contact with parents ; correspondence concerning the child or family from other agencies; observations by staff on any confidential matter such as developmental concerns or safeguarding matters. These are stored in a lockable cabinet and are kept secure by the Pre-school manager in the office. Parents have

access to the files and records of their own children (please see below) but do not have access to information about any other child.

Access to records

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

- Request to see the child's personal file by a parent must be made to the Pre-school Manager, who will send written confirmation and will inform the Pre-school committee. We commit to provide access within 14 days.
- All third parties are written to asking for their permission to disclose to the person requesting it. This includes all family members and workers from other agencies, referred to in the records.
- When all the consents/refusals to disclose have been received. All information which a third party has refused consent to disclose is removed and the file photocopied.
- The photocopied file is given to the parents by the Pre-school Manager who will explain the contents of the file.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the Pre-school or another (third party) agency.

Information sharing procedures

The Data Protection Act provides a framework to ensure that personal information about living persons is shared appropriately. The circumstances in which information can be shared are explained to parents at registration and they sign a form to say that they understand the circumstances when information may be shared without their consent. We are obliged to share confidential information without authorisation from the person who provided it or to whom it relates if it is in the public interest. This is when it is to prevent a crime from being committed or

intervene where one may have happened or to prevent harm to a child or adult; or not sharing it could be worse than the outcome of having shared it.

The decision should never be made as an individual, but with the back-up of the Pre-school 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.

Information shared must be accurate and up-to-date, necessary for the purpose it is being shared for, shared only with those who need to know and shared securely. We will record decisions made and the reasons why information will be shared and to whom. Our Safeguarding Policy sets out how and where information should be recorded.

Working in partnership with other agencies

We work in partnership with local and national agencies to promote the well-being of all children.

- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.

- Staff from other agencies do not have unsupervised access to the child they are visiting in the Pre-school and do not have access to any other children during their visit.
- We may consult with local and national agencies for advice and information to help us develop understanding of issues facing us and who can provide support and information for parents.

(10) No Smoking or vaping Policy

Marden Pre-school operates a strict no smoking or vaping policy in line with current legislation. We ensure that children have a completely smoke free environment.

Any staff members who do choose to smoke are only permitted to smoke / vape off the premises at permitted break and lunch times. If a Parent/Carer comes into the setting smoking they will be asked to extinguish their cigarette before entering the building.

Health and Hygiene is extremely important and we are aware of the risks of passive smoking; so we ask that staff members who do wish to smoke, not smoke whilst in their uniform. Any staff member who smells of smoke will be asked to change their clothing/uniform before entering rooms where children are.

After smoking staff are required to thoroughly wash their hands and ensure good oral hygiene.

Any employee found to be in violation of any portion of this policy will be subject to disciplinary action, up to and including termination of employment.

(11)Outdoor Play and Protection from the Weather Policy

- We value the importance of outdoor play as an intrinsic part of our curriculum. The outdoor area is an extension of the indoor area where children have opportunities for doing things in different ways and on different scales and to explore the world around them. It offers children freedom to explore, use their senses and be physically active and exuberant. We believe the outdoor environment has a positive impact on the children's sense of well-being and helps all aspects of the children's development. The curriculum guidance for the Early Years Foundation Stage (EYFS) actively promotes playing outdoors.
- We will provide adequate equipment to ensure that children are both safe and healthy whatever the weather to enable the children to play and enjoy the inside and outside environment / facilities on a daily basis. We aim to provide a safe, stimulating outdoor environment where space is used effectively to enable children to explore a broad balanced curriculum using a range of interesting resources suitable to their individual needs.
- We aim to provide free-flow outside play every session where all areas of provision are reflected and take into account the children's interests.

In order to achieve this we:

- Complete a full risk assessment before the children have access to the outside area.

- Supervise children at all times whilst outside. A member of staff is deployed on outside play throughout the session. This staff member observes the flow of children and calls for extra support when needed.
- Ensure the outdoor area is safe, secure and well maintained.
- Have open door access at all times apart from breakfast, lunch and tea.
- Use the garden as a natural resource for learning and extend indoor play outside.
- Provide large equipment for physical play and provide opportunities for children to develop their large motor skills.
- Ensure that the area offers children the opportunity to investigate and explore, problem solve, mark make, and use their imagination and creativity.
- Give children the opportunity to have ownership of the garden by involving them in planning.
- Help children to care for and respect the outdoor environment, care for living things, and appreciate the natural world.
- Use tools safely and effectively and follow safety rules.
- Take into account children's interests and be responsive to their learning experiences
- Allow children to expand on their interests, make choices and have freedom to explore.
- Encourage children to be independent and learn to tidy the equipment after use
- Allow children to experience all types of weather, ensuring they have with appropriate clothing.

How we protect children from the weather:

- When the temperature is extremely hot it is monitored by the staff and they will decide daily whether the children need to stay indoors for their own safety. If the temperature is extremely hot children will be limited to playing out before 11am and after 3pm shades will be added to the outdoor area for the children.
- We encourage all children to wear a hat while playing outside in the sun.
- We ask parents to provide a named sunhat but we have a supply of spare hats available.
- We will apply sunscreen (min. factor 30) to all children before they can access the outside area.
- When spring term approaches staff will obtain parents signatures to give permission for sun cream to be applied.
- Staff will check to see if a child is allowed to have sunscreen before applying and will wash their hands in-between applying sunscreen to each child.
- We ask parents to provide a bag with spare clothing and have spare clothes available to lend to children.
- We make sure that children have adequate access to fresh drinking water and encourage children to drink regularly to stop dehydration.
- We teach children about being healthy including about the weather and appropriate clothing.
- The building is maintained to a comfortable temperature, if the temperatures become uncomfortably hot or cold then the decision will be made of whether to close for the day.

12) Fire Safety and Emergency Evacuation Policy

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. It is the duty of all employees, paid or voluntary, to cooperate in the implementation of this policy and to report to the manager any instances where the proper procedures are not being implemented e.g. wedging open of fire doors, escape routes obstructed by equipment or rubbish and the reporting of faulty electrical equipment.

We have procedures for fire safety and emergency evacuation and have appointed Fire Marshalls Procedures

- A health and safety check will be carried out each day before the children arrive.
- Fire doors and fire exists are clearly marked and never obstructed.
- Smoke detectors/alarms and firefighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked regularly
- Records are kept of fire drills and the servicing of fire safety equipment.
- The Pre-school operates a policy of no smoking which is strictly enforced.
- Sockets will be switched off and plugs not in use removed and safety socket covers will be placed in all empty sockets.
- Clothing will not be placed on heaters.
- Our emergency evacuation procedures are clearly displayed in the premises.
- The fire policy and procedures are explained to all new staff, students, volunteers and visitors.
- Building evacuation procedures are reviewed regularly.

- We have regular practice emergency drills so that in the event of a real fire or other emergency everyone is able to leave the building quickly and safely.
- Procedure in the event of fire The fire assembly point is:- **Marden Primary Academy playground.**
- In the event of fire Alarm:
- Evacuate the Pre-school using the nearest available exit and KEEP THE CHILDREN TOGETHER.
- Proceed to the assembly point. School play ground If this is not suitable proceed to:

Top car Park

DO NOT stop to collect personal belongings.

- The person in charge will ensure that all bodies have left the building, closing all doors and taking the register and emergency folder with them.
- The person in charge will take a roll call to ensure that no-one has been left in the building.
- After evacuating the building DO NOT enter until authorised by fire fighters or the person in charge.

If you discover a fire:

- Immediately raise the alarm by activating the nearest wall mounted fire alarm.
- All smoke or fumes undetermined origin should be reported to the manager.

Fire/Evacuation Procedure

In the event of a fire, *staff* who are responsible for each *zone* on that day are to take all children to the nearest assembly point (Primary school playground) making sure a thorough check of all areas and equipment is undertaken. Ensure you close **all** doors in rooms and door behind you as you go through them to stop any spread of fire/smoke.

Collect, and take a register once you are safely away from the building.

Do NOT collect any belongings: they can be replaced, YOU cannot!

Remember: GET OUT AND STAY OUT

STAFF PROCEDURE Shooting Stars room

ZONE 1: Duty staff for this zone are to gather the youngest children, with support of member of staff on Zone 3. and take them to assembly point. Check, all areas and equipment to make sure no one is left in the building.

ZONE 2: Duty staff for this zone are to gather children and take to assembly point. This member of staff **MUST** collect the register and a phone (if possible) and take to the assembly point.

ZONE 3: Duty staff for this zone are to gather children and take to assembly point. Check, all areas and equipment to make sure no one is left in the room. This member of staff is to call the **Fire Brigade (999)** once they are safely out of the building.

If a member of staff is in the toilets with children they should leave via the main school entrance (nearest suitable exit) as long as it is safe to do so.

N: B The building is **NOT** to be re-entered until the emergency services have authorised that is safe to do so.

In the event of not being able to access the building all parents and carers will be notified. Children will be taken to **15, Walkers Green Marden.**

To await collection, Two members of staff will stay with children including the person in charge that day.

The fire Marshall for the setting is Paula Barrett in the event of Paula Barrett not being present; Wendy Smith will then take this role.

Fire/Evacuation Procedure

In the event of a fire, *staff* who are responsible for each *zone* on that day are to take all children to the nearest assembly point (Primary school playground) making sure a thorough check of all areas and equipment is undertaken. Ensure you close **all** doors in rooms and door behind you as you go through them to stop any spread of fire/smoke.

Collect, and take a register once you are safely away from the building.

Do NOT collect any belongings: they can be replaced, YOU cannot!

Remember: GET OUT AND STAY OUT

STAFF PROCEDURE Little Sunshine's Room

ZONE 1: Duty staff for this zone are to gather the youngest children and put in the evacuation cot, with support of member of staff on Zone 3. and take them to assembly point. Check, all areas and equipment to make sure no one is left in the building.

ZONE 2: Duty staff for this zone are to gather up walking children and take to assembly point.

ZONE 3: Duty staff for this zone are to gather children and take to assembly point. Check, all areas and equipment to make sure no one is left in the room

If a member of staff is in the toilets with children they should leave via the main school entrance (nearest suitable exit) as long as it is safe to do so.

N: B The building is **NOT** to be re-entered until the emergency services have authorised that is safe to do so.

In the event of not being able to access the building all parents and carers will be notified. Children will be taken to **15, Walkers Green Marden.**

To await collection, Two members of staff will stay with children including the person in charge that day.

The fire Marshall for the setting is Paula Barrett in the event of Paula Barrett not being present; Wendy Smith will then take this role.

The legal frameworks for this policy are

- Children's act 1989-2004
- United nation convention on the rights of the child, UNICEF 1989
- Data protection act 1998
- Every child matters-change for children 2004
- Freedom of information act 2000
- Electricity at work regulations 1989
- Regulations reform (fire safety) order 2005 (2006)
- Health and safety at work act 1974
- Safety representatives and safety committees regulations 1977
- Management of health and safety regulations 1992

The health and safety (consultation with employees) regulations 1996

(12a) Food and Drink Policy

Snack and meal times are 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. Food is important to children. Food is multicultural and children can learn about different ways to make, serve and eat different dishes. We encourage children to be involved in the preparation of snacks and the importance of hygiene whilst preparing snacks. Food activities/eating/play equipment is selected to give children opportunities to explore acknowledge and value similarities and differences between themselves and other cultures.

We provide and/or serve food and drinks for children at the following times: breakfast, morning snack, afternoon snack. Drinking water is available to children at all times in their own named bottles. We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food. All staff receive training on Food Safety.

Healthy eating and drinking procedures

- During registration we find out from parents their children's dietary needs and preferences, including any allergies. We check regularly that our records are up to date.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We have a variety of snacks we offer these displayed on the parent's notice board.
- We provide nutritious food for snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.

- 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.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- We make every effort to meet any dietary and cultural requirements in consultation with the parents / carers.
- A child will not be made to feel different because of their diet or allergy.
- Children are encouraged, as appropriate, to help with the preparation of snacks.
- Meal and snack times are social occasions in which children and staff participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.

Packed lunches:

- We inform parents who provide food for their children about the storage facilities available in the preschool.
- We ensure that all perishable contents in packed lunches contain an ice pack to keep food cold.
- We inform parents of our policy on food and drink – healthy eating.
- We inform parents of whether we have facilities to microwave cooked food brought from home.
- To protect children with food allergies, we discourage children from sharing and swapping their food with one another.

- We provide full fat milk for under 2's and semi-skimmed milk for children over 2.
- Food is never used as a behaviour management tool for reward or punishment.
- Parents/ guardians must ensure that their child is able to open all contents of their lunch box. Staff are unable to open food packaging for the children due to hygiene. Please see Covid- 19 documents.
- Please see Covid- 19 Policies and procedures document for any additional information in relation to the pandemic.

Food hygiene procedure

The Pre-school manager/deputy manager, understand the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to The basis for this is risk assessment as is applies to the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.

- All staff follow the guidelines for preparing snacks.
- At least one person on duty each day has an in-date Food Hygiene Certificate.
- There are separate facilities for hand-washing and for washing up.
- All surfaces are clean and non-porous.
- All utensils, crockery etc. are clean and stored appropriately.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.
- All equipment must be used according to manufacturer's instructions and checked regularly to ensure that it is functioning correctly. Any slight electrical shocks received from the equipment must be reported immediately.

Purchase, Storage and Preparation of Food.

- We use local reliable suppliers for the food we purchase.
- Fridge temperatures are monitored and recorded daily.
- The refrigerators must be cleaned weekly or more often if needed and the details recorded.
- Food preparation areas are cleaned before use as well as after use.
- Food and food only, must be stored in areas designated specifically for that purpose.
- 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. Cold food must be kept at a temperature of below 5 degrees C.
- All foods must be stored under conditions that will prevent their deterioration. Instructions on the label, if present, should be followed.
- Signs of any type of pest infection must be reported immediately.
- Food must be thoroughly cooked to ensure that the centre reaches a temperature of at least 73 degrees C for 2 minutes.
- Any food or liquid spillage must be cleaned up immediately
- Food not eaten at the meal for which it was prepared must not be kept.
- Waste food is disposed of daily.
- When children take part in cooking activities staff will: explain simple hygiene rules; supervise them at all times; and keep them away from hot surfaces, electrical appliances and hot water. Cleaning the Kitchen It is important that the kitchen is kept clean and tidy at all times.
- Put all food away before cleaning so it does not come into contact with cleaning agents.
- All electrical equipment must be switched off and the plug removed from the power source when it is being cleaned or not in use.

- All equipment and working surfaces must be kept in a clean and hygienic condition.
- Cleaning chemicals should be used at the prescribed dilution rate.
- Sinks that you do washing up in must be kept clean.

Personal Hygiene All employees, paid or voluntary, who handle food, have a responsibility to: Please note, this is subject to change as per the Covid- 19 policies and procedures document.

- Maintain a high standard of personal hygiene.
- Adhere to the Pre-school's no smoking policy.
- Refrain from handling food when they are suffering from an infectious disease or have boils, ulcers, cuts or rashes, diarrhoea, eye, ear or throat infection.
- Report shortcomings to the manager, e.g. faulty or damaged equipment.
- Wash hands before preparing food or drink.
- Adhere to the Pre-school's Health and Safety Policy.

Reporting of food poisoning Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable. Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation. If the food poisoning is identified as a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988 the setting will report the matter to Ofsted.

(13) Health and Safety Policy

The health and safety of children in our care is of paramount importance. We aim to make our Pre-school a safe and healthy place for children, parents, staff and volunteers by making children, parents and staff aware of health and safety issues and by assessing the risks and minimising the hazards.

We have public liability and employers' liability insurance which is displayed in the Pre-school. We have a named persons who are responsible for health and safety and is competent to carry out these responsibilities and their knowledge and understanding of health and safety matters is regularly updated. The named person at the Pre-school : Wendy Smith and Paula Barrett

Procedures

- Induction training for staff, volunteers and students includes a clear explanation of health and safety issues and their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the setting.
- Children are made aware of health and safety issues through routines, discussions and activities.
- Low level windows are made from materials that prevent accidental breakage.
- Precautions are taken to prevent children's fingers from being trapped in doors.

- All floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged.
- Lighting and ventilation and temperature are adequate in all areas including storage areas.
- The premises and equipment will be clean and maintained in a suitable state of repair.
- The rooms will be for the sole use of the Pre-school children during the hours of operation.
- There will be access to a telephone at all times.
- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Heaters, electric sockets, and leads are properly guarded and the children are taught not to touch them.
- Heaters are checked daily to make sure they are not covered.
- The temperature of hot water is controlled to prevent scalds.

Risk assessment

Our risk assessment process covers adults and children and they are monitored and reviewed regularly. The risk assessments include:

- Identification of risk: Where is it and what is it?
- Who is at risk: childcare staff, children.
- Assessment as to the level of risk as high, medium, low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did.

- Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?

Daily health and safety check Staff complete

A health and safety check at the beginning of the day and before the children arrive. This includes the indoor and outdoor areas. These are all documented and copies are kept in a folder for future reference. Any concerns or issues are reported to the manager, who will contact the relevant person or agency.

Hygiene

- We keep up-to-date with the latest recommendations from the Environmental Health Department and the Health Authority.
- Our daily routines encourage the children to learn about personal hygiene.
- The Pre-school is cleaned daily to our cleaning schedule which includes the play room, kitchen, sleeping/rest area.
- Resources, equipment and furnishings are cleaned regularly.
- Tables are cleaned between activities.
- Staff wear protective clothing as appropriate; such as aprons and disposable gloves.
- Staff are expected to observe good personal and environmental hygiene practices.
- Rubbish is disposed of into appropriate bags/containers provided, particularly where broken glass or dangerous waste is concerned
- Spillages, debris, litter etc. are cleaned up as soon after the occurrence as possible.

Toilets

There is at least one toilet and one wash hand basin with hot and cold water available for every 10 children over the age of 2 at the Pre-school. The toilet area

has a high standard of hygiene including hand washing and drying facilities. The toilets are cleaned daily by the cleaner and maintained throughout the day by the staff at regular intervals.

Please see Covid-19 policy and procedure document for further information during a pandemic.

No smoking Procedures

The Pre-school a non-smoking environment both indoors and outdoors. All staff, parents and volunteers are made aware of our no-smoking policy and we display no-smoking signs. Staff who smoke do not do so during working hours unless on a break and off the premises. They will make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.

Activities and resources

Activity areas are set to at least the minimum space as required by Ofsted and include a quiet area where children can relax or play quietly which is equipped with appropriate furniture. The layout of the play areas are large enough to give scope for free movement and well spread out activities and allow adults and children to move safely between activities.

Physical play is constantly supervised.-

All equipment is regularly checked for cleanliness, faults and safety and any dangerous items are repaired or discarded. Before purchasing new items they are checked to ensure that they are safe for the ages and stages of the children currently attending the Pre-school. Adequate storage space for equipment is available and all resources and materials from which children select are stored safely. All materials used are suitable for play and are non-toxic. Children are taught to handle and store any tools safely.

Outdoor area

The outdoor area is securely fenced and is safe and well maintained. It 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 or carefully supervised as appropriate. Our outdoor sand pit is covered when not in use and is cleaned regularly. Children are supervised at all times whilst outside.

Water safety

Water activities are very popular and can give considerable enjoyment and the ability to learn through play. Great care is taken to ensure the safety of the children and water play is supervised at all times. The water temperature is checked and monitored; aprons spare clothing, and towels are available.

Safety of adults We have a moral and legal responsibility to its staff, volunteers and students to reduce the risk of injury at work.

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment, and are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- The sickness of staff and their involvement in accidents is recorded.
- The records are reviewed regularly to identify any issues that need to be addressed.
- 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. We keep all chemicals in their original containers.

Manual handling

All employees may from time to time have to lift or handle some objects. Firstly consider whether it is necessary to lift the object, consider if there are any alternatives and if you are at all unsure do not attempt to lift. It is important to note that the handling of loads applies to lifting, lowering, carrying, pushing,

pulling, holding or moving by bodily force any discreet moveable object including a person. You are responsible for your own safety and for the safety of those you work with.

If you decide to proceed the correct way to lift is as follows:

- Keep the back straight.
- Place the feet slightly apart.
- Bend the knees.
- Grip firmly with palms, not fingertips, lift slowly holding the object as closely to your body as possible.
- Do not twist the body during the lifting procedure.

(14) Late Collection and Uncollected Child Policy

If a child is uncollected child at the end of the day familiar staff will stay with the child to ensure that the child receives a high standard of care in order to cause as little distress as possible. If parents are running late we ask them to contact us as soon as possible to advise of their situation. The manager and one other member of staff who is known to the child will stay behind with the child (if it falls outside normal operating hours). During normal operating times, staff ratios must be met and planned for accordingly.

If the parent/carer arranges for someone else to pick up the child then there must be a password agreed and the child will not be released until the staff are satisfied that the child is in safe hands. Staff will check this information before permitting the child to leave. If there is any uncertainty staff should make further checks by telephoning the parent / carer. Once the child has been signed out the staff will not have responsibility for that child.

In the event that a child is not collected by an authorised adult at the end of a session/day staff will:

- Call the parents/carers and if there is no answer then the emergency contact numbers will be contacted.
- Staff will continue trying to make contact.
- After 60 minutes if no contact has been made Mash will be called for advice.
- Staff will follow the advice given by Mash.
- Under no circumstances will staff go to look for the parent, or take the child home with them.
- A full written report of the incident is recorded in the child's file.
- Ofsted may be informed.

Late collection charge Please be aware that when parents or carers are persistently or routinely late collecting children then we reserve the right to apply a late collection charge of £10 for the first 15 minutes and, and then £5 per 15 minutes after this. This applies at the end of all booked sessions.

Local contact numbers

- Ofsted: 0300 123 1231
- Mash 01432 260800

(15) Sleep Policy

We try to follow a child's individual routine wherever possible. Sleep patterns vary from child to child therefore there is no set sleep time; when a child is tired he/she will be able to sleep. Please do not hesitate to ask for advice and support around your child's sleeping.

When a child is showing signs of requiring a sleep the following procedure will be followed:

- The key person will ask the child if they would like a sleep (whatever their age).
- The child's shoes will be taken off and any bulky clothing they will be made comfortable.
- Staff will talk to the child all the time explaining what they are doing.
- If a child likes to be held the key person will sit with them and cuddle them.
- A child will be encouraged to go to sleep by stroking their face or whatever their individual comfort is.
- Daily records of what time a child went to sleep and what time they woke up are kept and parents informed when they collect their child.

Safe Sleeping babies policy

Marden Pre-school operates a Safe Sleep Policy that specifies "back to sleep" position. Our policy requires that the Deputy managers or manager discuss the Safe Sleep Policy with a child's parent or guardian before admission. Parents must sign a statement that they received a copy of the policy and that the policy has been discussed with them. All staff working in our baby room are required to receive induction training on the Safe Sleep Policy.

When introducing or sharing the policy with our parents the following will be discussed:

- Ask about the baby's sleep position at home
- Explain the preschool "back to sleep" policy that is implemented to reduce the risk of Sudden Infant Death Syndrome (SIDS).
- Tell the Parents that "Back to Sleep" is recommended by the Foundation Of Sudden Infant Death Syndrome (FSIDS).
- Inform the parents that even though most babies will be fine, there is a higher risk of SIDS when an infant is placed to sleep on their stomach or side.
- Some babies have medical conditions that require stomach sleeping .If the parent insists that their baby be placed on his /her stomach or side to sleep, they will be asked to provide a note from the baby's doctor that specifies the sleeping position ;this note will be placed within the baby area or sleep room.
- If parents have further questions about SIDS and infant sleeping positions, they will be given the phone number for the FSIDS and the national Back to Sleep campaign.
- Review of the baby sleep policy.

Safe sleep policy

Sudden Infant Death Syndrome (SIDS) is the unexpected death of a seemingly healthy baby for whom no cause of death can be determined based on an autopsy, an investigation of the place where the baby died and a review of the baby's medical history.

In the belief that proactive steps can be taken to lower the risk of SIDS in child care settings and that parents and child care professionals can work together to keep babies safer while they sleep. Marden Preschool will practice the following sleep policy:

- All key persons will receive training on our Safe Sleep Policy and SIDS risk reduction.

- Babies will always be placed on their backs to sleep unless there is a signed sleep position medical waiver on file. A copy will be given to the deputy manager or manager.
- FSIDS recommends that babies are placed on their backs to sleep, but when babies can easily turn over from the back to stomach, they can be allowed to adopt whatever position they prefer when the baby turns onto his/her side or stomach.
- FSIDS recommends that using a dummy at the start of any sleep period reduces the risk of cot death. If a dummy forms part of your child's sleep routine, it will always be used at sleep times. FSID recommends that the dummy should be stopped when the baby is between 6 and 12 months old. (The key persons will work with parents to phase out dummies sensitively, taking into account children's emotional needs.)
- Visual supervision is required at all times. At least every 15 minutes the key person/ room staff will visually check on the child; looking for the rise and fall of the chest, pinkness of cheeks and lips and if the sleep position has changed. We will be especially alert to monitoring a sleeping baby during the first weeks the baby is in our care.
- Steps will be taken to keep babies from becoming too warm or over heating by regulating the room temperature, avoiding excess bedding and not over-dressing or over-wrapping the baby; room temperature will be kept between 16-20 degrees.
- All babies must sleep on sleep mats. Babies may not sleep in a nesting ring, car seat, bouncy chair or be left in a push chair if falling asleep on a walk etc.
- Babies heads will not be covered with blankets or bedding; babies cots will not be covered with bedding.
- Loose bedding, pillows, bumper pads etc, will not be used in cots.
- Awake babies will be given supervised "tummy time".
- Toys and stuffed animals will not be allowed on the child's sleep mat
- A safety approved sleep mat with fitted sheet will be used.

- No smoking is permitted on the premises and key persons who smoke will ensure that their clothes and breathe do not smell of smoke when caring for babies or any other children within the preschool.
- All parents of babies cared for in this preschool will receive a written copy of our safe sleep policy before admission.

(16) Partnership with Parents Policy

We believe that children benefit most from their Early Years Education 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 Pre-school.

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. Some parents are less well represented in early years settings, including 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 aim to ensure all parents are included.

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

In England and Wales, if the parents of a child are married to each other at the time of the birth, or if they have jointly adopted a child, then they both have parental responsibility. Parents do not lose parental responsibility if they divorce, and this applies to both the resident and the non-resident parent. This is not automatically the case for unmarried parents. According to current law, a mother always has parental responsibility for her child. A father, however, has this

responsibility only if he is married to the mother when the child is born or has acquired legal responsibility for his child through one of these three routes:

- by jointly registering the birth of the child with the mother (from 1 December 2003)
- by a parental responsibility agreement with the mother
- by a parental responsibility order, made by a court

Procedures

- The manager, key person, or co key person is always available for discussion with parents. An appointment can be made if preferred.
- We inform all parents about how the Pre-school is run and its policies through written information and regular informal communication and check to ensure parents understand the information given to them.
- We encourage and support parents to play an active part in the Pre-school.
- Parents and carers are always welcome to come into Pre-school and play with their child.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the setting.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- We aim to ensure that all parents are included, using different strategies for involving all parents.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - and ensure parents have access to their children's written records – 'My Learning Journey'.

- Information about a child's day is available to parents on a daily basis either verbally or in the child's diary.
 - We provide opportunities for parents to learn about the curriculum offered in the Pre-school.
 - Regular newsletters are written to keep parents up to date with any information about the Pre-school.
 - If we have a concern about a child during the day every effort will be made to contact the parent / carer or their emergency contact.
 - Parents are asked to keep us informed about any changes to personal details such as change of address, phone numbers, Doctor, emergency contact details, medical or dietary needs.
 - Parents are asked to keep us informed of any circumstances which may affect a child's emotional wellbeing, this information will be kept confidential and treated on a strict need to know basis.
 - We welcome the contributions of parents, in whatever form these may take.
 - We inform all parents of the systems for complaints or suggestions and check to ensure these are understood.
-
- **Links to legislation and key guidance**
 - Children's act (ca) 1989 and 2004
 - Convention on the rights of the child UNICEF
 - Data protection act DPA 1998
 - Every Child matters -change for children (ECM) 2004
 - Freedom of information act (fOla) 2000
 - Race Relation Act (RRA) 1976
 - Race Relation Amendment (RRRA) 2000
 - Sex Discrimination Act (SDA) 1975 AND 1986

- Sex Discrimination (Gender Reassignment) regulations 1999
- The Human Rights Act (HRA) 2000

(17) Nappy Changing and Toileting Policy

All of our staff have enhanced DBS in accordance with our Safeguarding Children Policy. Only members of staff or the child's parent/carer may change a child's nappy or take a child to the toilet. Nappy changing and toileting should be relaxed and a time to promote independence and good hygiene practices in young children.

Parents are asked to provide any creams their child may need, these will be clearly named and kept in the nappy changing area. Parents are also asked to provide a change of clothes; these will be kept in the child's bag on their coat peg.

- Where possible children will be changed by their key person.
- Parents must provide all nappies and wipes
- Children in nappies will be changed when necessary and regularly checked so that they remain comfortable and to avoid nappy rash. Children will be completely cleaned after changing their nappies. The intimacy book will be signed to say that they have been.
- Staff must wear an apron and disposable gloves provided.
- Staff must wash their hands after changing a nappy or use antibacterial hand gel.
- The nappy changing surface must be cleaned with antibacterial wipes after each use.
- Nappies should be disposed of hygienically in the nappy bin provided.
- All nappy changes must be recorded on the nappy changing should be recorded in our intimacy book
- Young children should be helped to wash their hands after a nappy change and there should be soap and towels to hand.

- Any clothes that have been wet or soiled are rinsed and bagged for the parent to take home.

Toileting we work with parents towards toilet training at a time which is appropriate for individual children, taking account of any medical, developmental or other factors relating to individual children and families. We have small children's toilets at Pre-school and potties.

Toilet training is a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of the Pre-school staff.

- Young children are encouraged to take an interest in using the potty or toilet; they may just want to sit on it and talk to a friend who is also using the potty or toilet.
- Young children should be helped and encouraged to wash their hands after using the potty or toilet.
- Children access the potty or toilet when they have the need to and are encouraged to be independent.
- Staff must wear an apron and disposable gloves provided when changing a child and wash their hands afterwards.
- Underwear or clothes that have been wet or soiled are bagged for the parent to take home. The Pre-school has a 'duty of care' towards children's personal needs. If young children are left in wet or soiled nappies or 'pull ups' in the setting this may constitute neglect and will be a disciplinary matter.
- To promote independence and maintain continuity for the older children of breakfast and afterschool club, we allow them to go to the toilet unsupervised as they do during the school day. Supervision is given where appropriate. A member of staff stands in the foyer area and they will call to the child or tap on the door to check on them if the child has been longer than expected.
- Please see Covid-19 policy and procedure document for any additional information during a pandemic.

(18) Missing Child Policy

Children's safety is maintained as the highest priority at all times both on and off premises. Great care will be taken to ensure that this policy does not need to be enforced.

In the event of a child going missing on the premises the following action should be taken:

- The manager must be informed immediately, who will ensure all staff are aware.
- A thorough search of the Pre-school will take place, followed by a search of the surrounding area.
- Ensure all other children remain supervised, calm and supported.
- Check doors and gates to see if there has been a breach of security where a child could wander out.
- Carry out a headcount to ensure that no other child has gone astray.
- The manager will carry out a second search of the area
- If the above steps do not locate the child the parent / carer and the police must be informed.
- The manager will meet the police and parents.

In the event of a child going missing during an outing, the following action should be taken:

- Inform the member of staff in charge immediately who will establish where the child was last seen, and alert everyone of the situation.
- Carry out a headcount to ensure that no other child has gone astray.
- A thorough search of the area should be carried out.
- A member of staff must retrace their steps back to the last meeting point.

- If appropriate, on-site security will also be informed and a description given
- If the above steps do not locate the child the parents/carers and the police must be informed.
- During this period, staff will be continually searching for the missing child, whilst other staff maintain the safety and welfare of the remaining children.
- Staff from the Pre-school will be sent to assist the safe return of the other children where appropriate
- At least one member of staff will remain at the scene whilst others return to the Pre-school with the children. This member of staff will continue searching.
- The remaining member of staff will meet the police and parents when they arrive at a designated point.

After the incident Any incidents must be recorded in writing as soon as practicably possible.

The following people must be informed:

- Chair of Committee
- Ofsted – 0300 123 1231
- RIDDOR - www.hse.gov.uk/riddor 0845 300 9923
- The insurance provider.

With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience, management will provide this.

The Pre-school manager needs to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable. Staff must not discuss any missing child incident with the press without taking advice.

Children will be sensitive to what is going on around them and 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.

Investigating the incident.

A full investigation will take place with written statements taken from all the staff in the room or who were on the outing. The Pre-school manager together with a representative from Marden Pre-school will speak with the parent / carers. An incident report will be written detailing:

- The date and time of the report.
- What staff/children were in the group and the name of the staff designated responsible for the missing child.
- When the child was last seen in the group/outing.
- What has taken place in the group or outing since the child went missing.
- The time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- Risk assessments will be reviewed following any incident of this nature. If the incident warrants a police investigation, all staff will co-operate fully. Social Services may be involved if it seems likely that there is a child protection issue to address.

(19) Medication and Illness Policy

- We ask parents to keep their children at home if they are ill or have an infectious disease, and to inform the Pre-school as to the nature of the illness or infection. This will allow the Pre-school to inform other parents as necessary. If a child becomes ill while at Pre-school, staff will call the parent/carer to collect the child from Pre-school. Parents and carers are asked not to bring into the Pre-school any child who has been vomiting or had diarrhoea until 48 hours after the last attack.
- If a child is on prescription medicine the child must have had 48 hours at home before returning to Pre-school. If possible we would ask parent/carer to administer the medication themselves. If this is not practical Pre-school will administer medication while following the Medication Policy below.

All medication must be handed to a member of staff and not left in a child's bag.

Parent/ carers are asked at registration if their child has any medical needs and a care plan will be done if required. It is the parent/carers responsibility to ensure that this information is kept up to date.

Medication procedures

The Manager or deputy is responsible for the administration of medication to the children. This includes ensuring that parental consent forms have been completed, that medicines are stored correctly and that records are kept according to the following procedures:

- The parent/carer must complete a medication form. No medication can be given to a child without the written permission of a parent/carer.
- Medication must be prescribed by the child's GP doctor, dentist, nurse or pharmacist and be in the original bottle, labelled with the child's name and

the dosage and be in date. When we use the word 'prescribe' we mean medicine that is recommended.

- There must be an accepted health reason to give medication.
- All medication is kept in a locked medicine cabinet in the kitchen, or in the fridge.
- Children taking prescribed medication must be well enough to attend the Pre-school. If a child is on prescription medicine the child must have had 48 hours at home before returning to Pre-school.
- Before giving a child medication the name, date and dosage on the medication is checked by another member of staff.
- When medication is given it will be recorded on the medication form and witnessed by a second member of staff.
- The form will be signed by the parent/carer at the end of the session.
- The medication will be sent home after each session.

Long term medication if a child has long term medication a care plan and medication form will be completed by the parent and a risk assessment form if required. All forms will be kept in a folder for future reference. If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

Wherever possible medication should be kept at Pre-school i.e. if a child requires an asthma inhaler an inhaler should be kept at Pre-school. Medication will be checked regularly to ensure it is still in date

Procedures for children with allergies

When parents start their children at Pre-school they are asked if their child suffers from any known allergies. This is recorded on the registration form and a care plan will be completed. The details will be included on the Pre-

school medical needs list. Staff will be trained in how to administer special medication in the event of an allergic reaction by the parents or a trained medical person.

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

Procedures for children who are sick or infectious

If children appear unwell during the day the Pre-school manager calls the parents and asks them to collect the child, or send a known carer to collect on their behalf.

- If a child has a temperature, they are kept cool, by removing top clothing and sponging their head with cool water, but kept away from draughts.
- Parents are asked to take their child to the doctor before returning them to Pre-school; the Pre-school can 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 Pre-school.
- Parents and carers are asked not to bring into the Pre-school any child who has been vomiting or had diarrhoea until 48 hours after the last attack.
- There is chart on the notice board containing information of diseases/illnesses. The information includes the signs and symptoms, incubation period and length of time needed away from the Pre-school.

HIV/AIDS/Hepatitis

- HIV virus and other viruses such as Hepatitis (A, B and C) are spread through body fluids.

- Single use vinyl gloves and aprons are worn when changing children's nappies and clothing that are soiled with blood, urine, faeces or vomit.
- Soiled clothing is 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 with the clinical waste.

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

(20) Special Educational Needs and Disability Policy

Our Special Educational Needs Policy takes into consideration the DfES Special Educational Needs Code of Practice (2001), Early Years: Guide to the 0 to 25 SEND code of practice (2015) and the Disability Discrimination Act (1995), and the Equality Act (2010). We aim to include all children and to work with parents and carers and outside agencies to help all children reach their full potential in a positive and caring environment.

We are inclusive to all children with special educational needs. We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies. We are sensitive to the needs and feelings of children with SEN and their families. We work in partnership with parents at every stage and in any plans that are made to meet a child's individual special needs.

We actively promote our services in all sections of the community and in more than one language when appropriate. We provide parents with information on sources of independent advice and support.

The provisions SENCO CO-COORDINATOR is Paula Barrett who has a level 3 SENCO Award and attended a one day training session on 5.02.2018 and Wendy Smith on 17/04/2015

The SENCO is supported by an Early Years Advisor from the Early Years Team at County Council, the Area Manager and the Quality and Compliance Manager.

The SENCO's responsibilities include:

- The day to day operation of our Special Educational Needs Policy.
- Managing additional support of children with SEN.

- Maintaining the SEN register and overseeing the records of all children with SEN.
- Promote effective relationships with parents and carers of children with SEN.
- Liaising with other professionals and agencies that can help.
- Ensure that the staff understand and follow the SEN practice as stated in this policy.
- Promote staff development and training in relation to the SEN.
- Monitor, evaluate and review the SEN policy at regular intervals.

Admission arrangements.

Our inclusive admissions practice ensures equality of access and opportunity. We aim to provide a non -prejudicial, appropriate learning opportunity for all the children. We will respond appropriately to each child's background and individual needs and take reasonable steps to ensure the setting is accessible to children with special needs, young people and adults.

All children and their parents or carers are welcomed and visits to look around are encouraged. We carry out a registration visit to families who register with Pre-school. This enables us to explore with parents and carers how we can meet the child's individual needs effectively.

Practice within the setting:

We work through a graduated response system to meet the needs of all children:

- Firstly at a Universal level ('Whole Setting Response') Provision of a learning environment that is inclusive and practitioners who are aware of a range of Special Educational Needs and Disabilities (SEND).
- Secondly at a Targeted level ('Including children with SEND') Targeted Planned Support (Targeted Plan) for children with SEND either provided individually or in a small group to differentiate learning and development activities.

- Finally at an 'Individual / Personalised Learning' level (IEP). Learning and development activities are specifically and personally planned to enable individual children with SEND to participate and make progress.

Each level is built on the previous one in response to the needs of the child.

Identifying SEN:

We will complete regular development checks on all children within the setting, these are carried out termly and in addition a 2 year old formal check to monitor and review progress and development in all children. Where a child appears to be behind expected levels or where progress gives cause for concern, we will consider all of the information about the child's learning and development from within and beyond the setting. There will be an assessment to determine whether there are any causal factors such as underlying learning or communication difficulty.

If it is thought housing, family or other domestic circumstances contributing to the presenting behaviour a multiagency approach (Early Years Assessment) will be adopted.

Where a child has significantly greater difficulty in learning than their peers; or a disability that prevents or hinders a child making use of the facilities in the setting and requires special educational provision. We will make that provision to help support the child's needs. We will work with parents and families at each stage of the assessment to ensure you are kept fully informed of your child's learning and find ways to work together to support their development the best we can.

We will adopt a graduated approach with four stages of action:

- **Assess**
- **Plan**
- **Do**
- **Review**

Where a child continues to make less than expected progress, despite evidence-based support and interventions matches to the child's area of need, we will consider involving the appropriate specialists, Health visitors, portage workers, educational psychologists) this decisions will be made in partnership the child's family. Where despite all action being taken and the child has not made expected progress we will consider with support from the local authority requesting an Education, Health and Care needs of Assessments and Plan. During the course of an EHC assessment the local authority has a duty to gather all relevant information to make an informed decision on how to work forward to support the child and family.

Other professionals we may work with include:

- Social Workers
- Portage workers
- Family Support Workers
- Physiotherapists
- Health Visitors
- Occupational Therapists
- Speech and Language Therapists

Specialism

We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff. We have an accessible building, toilet and an inclusive outlook. We have inclusive resources and will provide any equipment needed to implement our Special Educational Needs Policy.

We provide children with support to achieve individual targets and all children are included in activities offered. A key person is allocated to each child who will work in partnership with the child's parents and carers to ensure each child's individual needs are met. A care plan is completed to ensure that a child's individual needs are met, e.g. dietary, medical or physical.

Partnership with parents

We believe that working in partnership with parents is vital to each individual child's development. This includes supporting parents and carers and listening to their views and concerns. Parents and carers have the opportunity to speak with their child's key person, or a manager on a daily basis. We have a comment/suggestion box/book and questionnaires are used to obtain parents and carers views. We welcome parent's observations and use these to plan for each individual child.

Early years foundation stage (EYFS)

We follow the EYFS and planning is responsive to children's needs and interests including children with SEN. We provide a broad, balanced and differentiated curriculum for all children with SEN. The learning environment provides the opportunities for all children to be included in the setting as a whole. This includes child sized and accessible equipment, free flow play inside and outside, a flexible routine, and flexible communication systems, including symbols, Makaton sign along etc.

Links with other early years settings, support services and other agencies

We have developed good links with the professionals in the local schools and childcare settings in the area. We are in regular contact with the Early Years Advisory Team, which includes SENCO and Inclusion support staff, Educational Psychologists, Social Care Services, Speech Therapists, Portage workers, Health visitors, Child Development Clinics, etc.

When a child with SEN moves to another setting their 'My Learning Journey', IEP's and all relevant paperwork will be passed to the new setting and where possible a meeting will be arranged with the SENCO at the new setting. Parents and carers will be kept informed of what is happening and if appropriate invited to any meetings. Written parental consent is obtained before any contact with other settings, support services and other agencies is made.

Monitoring and Evaluation

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We monitor the effectiveness of our SEN provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints.

Complaints

A parent/carer who is concerned about the child's SEN provision should discuss their worries with the child's key person or the SENCO. If this does not have a satisfactory outcome or the problem reoccurs, the parent or carer should speak to the manager. Most complaints should be resolved at this stage. If the matter is not resolved to the parents/ carers satisfaction, further action can be taken in accordance with our Complaints Procedure.

You may also contact the Office of Standards and Education (OFSTED) on:

Telephone: 0300 123 1231

Email: enquiries@ofsted.gov.uk Post: The National Business Unit Ofsted Piccadilly Gate Store Street Manchester, M1 2WD

This policy is available in other languages upon request.

The Legal framework and legislation for this policy is:

- Children act (ca) 1989 and 2004
- Convention of the rights of the child, UNICEF, 1989
- Data protection Act (DPA) 1989
- Every child matters –change for children (ECM) 2004
- Freedom of information act (FOIA) 2000
- Race relations act (RRA) 1976
- Race relation amended act (RRAA) 2004
- Sex discrimination act (SDA) 1975
- Sex discrimination act (gender reassignment act 1999
- The human rights act (HRA) 2000
- Statutory Framework for the Early Years Foundation Stage 2007
- Disability Discrimination 1995

- Education reform act 1993
- Special educational needs and disability act 2001
- Children Act 1989 /children act (incorporating every child matters outcomes) 2004/2006
- Equal pay act 1983
- Data protection act 1998
- National minimum wage 1998
- The asylum and immigration act 1996
- Age discrimination act 2006
- Disability Discrimination Act (DDA) 1995 and 2005
- Special education needs disability discrimination acts (SENDA) 2001
- Code of Practice (2001) the identification and assessment of special needs
- Every child matters - change for children (ECM) 2004.

(21) Safeguarding Children Policy

We have a responsibility for the welfare and well-being of all children in our care and we have robust procedures in place to protect them from maltreatment. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. We will work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life.

We will follow the advice and procedures of our **Herefordshire safeguarding children partnership (HSCP)**. 01432 260100. A guidance book “What to do if you’re worried a child is being abused,” has been produced by the Department of Health in collaboration with a number of other government departments, including Ofsted and is available on request.

Practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care we are providing, staff will often be the first people to sense that there is a problem. They may well be the first people in whom children confide about abuse. This policy lays out the procedures that will be followed if we have any reason to believe that a child in our care is subject to welfare issues including physical, sexual, emotional abuse or neglect.

Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with the other Pre-school policies and procedures. Should anyone believe that this policy is not being upheld; it is their duty to report the matter to the Pre-school manager or Pre-school Committee at the earliest opportunity.

Roles and Responsibilities

All early years settings must nominate a senior member of staff to coordinate child protection arrangements. The setting will ensure that the Designated Safeguarding Lead:

- is appropriately trained
- acts as a source of support and expertise to the setting
- has an understanding of Herefordshire safeguarding children partnership procedures
- keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file
- refers cases of suspected neglect and/or abuse to Mash Team or police in accordance with this guidance and local procedure
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood this policy
- ensures that the child protection policy is updated annually
- keeps a record of staff attendance at child protection training and makes this policy available to parents.

The Designated Safeguarding Lead (DSL) at the Pre-school is: Paula Barrett

The Deputy Designated Safeguarding Lead at the Pre-school is: Lynne Griffiths

The Designated person for safe guarding in afterschool is Paula Barrett, and Lynne Griffiths.

Good Practice Guidelines To meet and maintain

our responsibilities towards children, the setting agrees to the following standards of good practice:

- to treat all children with respect
- to set a good example by conducting ourselves appropriately
- to ensure staff are positive role models to children and other members of the team and never engage in rough, physical or sexually provocative games
- to involve children in decision-making which affects them (taking age and development of children into account)
- to encourage positive and safe behaviour among children
- to be a good listener
- to be alert to changes in a child's behaviour
- to recognise that challenging behaviour may be an indicator of abuse
- to read and understand all of the setting's safeguarding and guidance documents on wider safeguarding issues, for example, physical contact and information-sharing
- to ask the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing or administering first aid
- to maintain appropriate standards of conversation and interaction with and between children and avoid the use of sexualised or derogatory language
- to be aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse
- to raise awareness of child protection issues and equip children with the skills they need to keep themselves safe
- to provide any form of manual or physical support required, as a last resort and to do so openly and appropriately, and to always consult the children

and gain their agreement (taking age and development of children into account)

- to establish a safe environment in which children can learn and develop, particularly in their confidence and self-esteem and to provide opportunities for achievement in accordance with the Statutory Every Child Matters Framework: Being Healthy, Staying Safe, Enjoy and Achieve, Positive Contributions & Economic Wellbeing
- to carry out risk assessment to ensure children are not made vulnerable on our premises.
- to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- to record the arrival and departure times of children, staff, volunteers and visitors.
- to not allow a child to leave the setting with an adult who is not an authorised collector of the child without prior permission and a password being given.
- Ensure staff are aware of the whistle blowing policy which enables them to share any concerns that may arise about their colleagues in an appropriate manner.

Intimate/Personal care

Children's dignity will be preserved and a level of privacy ensured. The normal process of nappy changing should not raise child protection concerns. There are no regulations that indicate that a second member of staff must be available to supervise the nappy changing process to ensure that abuse does not occur, but we ensure that staff do not leave themselves vulnerable and will always work in an open environment by avoiding private or unobserved situations or closing doors to toilet areas.

Use of Mobile Phones

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We believe our staff should be completely attentive during their hours of working to ensure all children in the Pre-school receive good quality care and education. However mobile phones do have a place in settings without a landline, and on outings, as they are often the only means of contact available and can be helpful in ensuring children are kept safe. To protect children we will only use mobile phones appropriately, we will:

- Ensure staff have a clear understanding of what constitutes misuse.
- Provide a mobile phone for use on outings, and as a setting without a landline without a camera on it, and will provide a place to store this.
- Prohibit staff from using their mobile phones to take pictures of the children attending the setting.
- Ensure the use of mobile phones on outings is included as part of the risk assessment; for example, how to keep personal numbers that may be stored on the phone safely.
- Display a sign in each setting reminding parents/carers and visitors that they cannot use their mobile phone or electronic device while in the setting.
- ensure all mobile phone use is open to scrutiny
- Not allow personal mobile phones to be used when working with children, they must be left in the filing cabinet or turned off in the kitchen area where children do not go in.
- Ensure that staff are alert to parents, carers and visitors using their phone in the Pre-school, and will ask parents and carers not to use them in the Pre-school. Any breach of this policy will result in disciplinary action being taken.

Cameras:

Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children we will:

- Not take photos or videos' of the children on any mobile phone.
- Not take photos or videos of children on any camera or electronic devices other than those belonging to the Pre-school.
- Obtain parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Ensure parents and carers are not permitted to take photographs or videos of the children in the setting unless prior consent has been obtained by the manager for example for a special event, such as a Christmas play.
- Ensure all cameras and electronic devices are open to scrutiny. Any breach of this policy will result in disciplinary action being taken.
- No electronic devices will be taken to the toileting area.

Social Media and Internet Safety

We have an e-safety policy to protect children while using the internet at Pre-school.

Safer Recruitment

We practice robust recruitment procedures in checking the suitability of staff and volunteers suitability to work with children.

All applicants who are shortlisted for a post will complete an application form, be interviewed and provide evidence of identity and qualifications. Successful applicants will provide two referees, including at least one who can comment on the

applicant's suitability to work with children, Always the last care employer will be contacted. All will be checked through the Criminal Records Bureau as appropriate to their role.

Applicants for posts within the settings are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act (1974), and are informed of the need to carry out 'enhanced disclosure' checks with the Criminal Records Bureau before posts 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.

As part of our recruitment process we also ask applicants to declare if they live with anyone who has been or is disqualified from working with children. This also affects a person's suitability to work with children.

Induction and On-going Professional Development

All new members of staff will undergo an induction that includes familiarisation with the setting's safeguarding policy and identification of their own safeguarding training needs. They will receive initial safeguarding training during their induction period.

All staff receive a copy of Marden Pre-school staff handbook which includes our code of conduct, policies and procedure. Staff sign to say they have read, understood and will work towards our policies and procedures. Failure to follow our code of conduct, policies and procedures can result in disciplinary action and may constitute gross misconduct which could result in dismissal.

Safeguarding training is mandatory for all staff.

The DSL will ensure that the staff's knowledge, understanding and practice of safeguarding children are current and up-to-date at all times. Where gaps are identified support and training will be mandatory. We ensure that staff are alert to the signs of abuse, understand what is meant by child protection and are aware of the different ways in which children can be harmed including by other children i.e. bullying, discriminatory behaviour. This includes the procedures for reporting and

recording concerns and creating a safe and secure environment for the children in the Pre-school. The DSL and the deputy DSL will receive updated training at least every two years, including training in interagency procedures to support for their roles.

All Staff have regular supervision meetings and appraisals where opportunities will be made available to discuss child protection training and any needs for further support.

Protection of staff from Allegations of Abuse

- Whilst caring for other people's children, we are in a position of trust and our responsibilities to them must be uppermost in practitioners' minds at all times. Staff will:
- Ensure that the safety and welfare of the child is always paramount.
- Ensure that whenever children are on the premises at least two adults are present.
- Ensure that no child is left alone with staff in a one-to-one situation without being visible and/or audible to others.
- Not use any kind of physical punishment or chastisement such as smacking, hitting or rough handling.
- Not behave in a way that frightens or demeans any child
- Not use any racist, sexist, discriminatory or offensive language
- Fulfil their responsibilities and duties towards children by working in partnership with parents.
- Ensure their relationship with children and families are conducted in a professional manner at all times.
- Follow all Marden Pre-school policies and procedures at all times.

- Be vigilant in Health & Safety matters, e.g. recording any bruises/marks a child has on arrival.
- Provide a comprehensive report of all children's' accidents for parents, for their signature. Where possible any written account should be witnessed by a second staff member.
- Pass on any training needs identified in themselves or other team members to the manager.
- See advice and support if a child's behaviour is persistently challenging or difficult to manage.
- Ensure that all allegations a child makes do not go unchallenged, unrecorded or not acted upon.

Allegations against a member of staff

We ensure that all parents know how to complain about the behaviour or actions of staff, volunteers or students within the setting which may include an allegation of abuse. We follow the guidance of Hereford safeguarding children partnership when responding to any allegations against staff.

An allegation of child abuse made against a member of the family or staff may come from a parent, another member of staff or from a child's disclosure.

We will follow this procedure:

If an allegation is made against a member of staff, student or volunteer or any other person who lives or works on the Pre-school premises regardless of whether the allegation relates to the Pre-school premises or elsewhere, we will follow the procedure below. The allegation should be reported to the senior manager on duty. If this person is the subject of the allegation then this should be reported to the Chair of the committee.

- The Local Authority Designated Officer (LADO) will be informed immediately ON 01432 261739

- A full investigation will be carried out by the appropriate professionals (LADO, Ofsted, and HSCP) to determine how this will be handled
- The Pre-school will follow all instructions from the LADO, Ofsted, and HSCP and ask all staff members to do the same and co-operate where required
- Support will be provided to all those involved in an allegation throughout the external investigation in line with LADO support and advice
- The Pre-school reserves the right to suspend any member of staff during an investigation
- All enquiries/external investigations/interviews will be documented and kept in a locked file.
- Unfounded allegations will result in all rights being re-instated
- Founded allegations will be passed on to the relevant organisations including the local authority social services team and where an offence is believed to have been committed, the police, and will result in the termination of employment. Ofsted will be notified immediately of this decision.

The Pre-school will also notify the Disclosure and Barring Service (DBS) to ensure their records are updated.

- All records will be kept until the person reaches normal retirement age or for 10 years if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary reinvestigation
- The Pre-school retains the right to dismiss any member of staff in connection with founded allegations following an inquiry
- Counselling will be available for any member of the Pre-school who is affected by an allegation, their colleagues in the Pre-school and the parents.

Safeguarding and Child Protection procedures

Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. We will ensure all staff understands their responsibilities in being alert to indicators of abuse and their responsibility for referring any concerns to the designated person responsible for child protection.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Definitions taken from Working Together to Safeguard Children)

Indicators of abuse and what you might see

It is vital that staff is aware of the range of behavioural indicators of abuse and report any concerns to the designated person. We are aware that it is our responsibility to report concerns, but that it is not our responsibility to investigate or decide whether a child has been abused. A child who is being abused and/or neglected may:

- Have bruises, bleeding, burns, fractures or other injuries
- Show signs of pain or discomfort
- Look unkempt and uncared for
- Change their eating habits

- Have difficulty in making or sustaining friendships
- Appear fearful
- Be reckless with regard to their own or other's safety
- Self-harm
- Frequently be absent or arrive late
- Show signs of not wanting to go home
- Display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- Become disinterested in play activities
- Be constantly tired or preoccupied
- Be wary of physical contact
- Display sexual knowledge or behaviour beyond that normally expected for their age. Individual indicators will rarely, in isolation, provide conclusive evidence of abuse.

They will be viewed as part of a jigsaw, and each small piece of information will help the DSL decide how to proceed. It is very important that you report your concerns, you do not need 'absolute proof' that the child is at risk.

MASH Team

If you need advice about whether to make a referral you can contact MASH, without giving confidential information.

MASH, has been developed as a result of learning from previous experiences, especially from lessons highlighted by reviews of serious safeguarding incidents across the country. A recurring theme of these reviews is the importance of information-sharing and close working arrangements between relevant agencies. A range of organisations with responsibility for safeguarding both adults and children, such as Local County Council, Police, Health services, District and Borough Council

Housing Services, Education, Probation and the Youth Offending Service, have come together to create a **Multi-Agency Safeguarding Hub** (MASH). The main advantage of the MASH is that officers now share the information their agency may have on a child immediately, to ensure the decisions taken about how to help an individual take into account all available information.

An information-sharing agreement has been established between the agencies involved with the MASH to ensure that information is shared confidentially, proportionately and securely. Sensitive and confidential information will never leave the 'safety' of the MASH team but it will help inform decision-making.

Taking Action

Your concerns could be significant and should be passed on.

Children are vulnerable individuals who do not always communicate their anxieties or concerns in 'usual ways'. This is particularly important if a child has special needs or disabilities.

If you suspect abuse key points to remember for taking action are:

- In an emergency take the action necessary to help the child, for example, call 999
- Report your concern to the DSL immediately, if the DSL or their deputy is not available inform the area manager.
- Do not start your own investigation
- Share information on a need-to-know basis only, do not discuss the issue with colleagues, friends or family
- Record your concerns, even where there is no need to refer the matter immediately.
- Seek support for yourself if you are distressed. Recording Suspicions of Abuse and Disclosures Staff should make an objective record on the Safeguarding

Record Log paperwork (supported by the Pre-school manager or DSL of any observation or disclosure and include:

- Child's name, address, age and date of birth.
- Date and time of the observation or the disclosure
- **Exact** words spoken by the child
- **Exact** position and type of injuries or marks seen
- **Exact** observation of an incident including any other witnesses
- Name of the person to whom the concern was reported, with date and time.
- Any discussion held with parent (where deemed appropriate).
- Any action taken including steps taken to support the child.
- Details of any resulting changes to be made in the settings policies/procedures/practices.
- These records should be dated and signed by the person reporting this and the DSL and kept in the child's Record of Concern file, which is kept securely and confidentially. If the child does not have a Record of Concern file one must be created within 24 hours.

If a child starts to talk to an adult about potential abuse it is important not to promise the child complete confidentiality as this promise cannot be kept. It is vital that the child is allowed to talk openly and that the disclosure is not forced or words put into the child's mouth. Do not examine the child or ask leading questions. Remain calm and don't allow your own feelings (such as anger, pity or shock) to surface.

It may be thought necessary that after discussion with all concerned the matter needs to be referred to the local authority social care team and / or that a needs to be initiated. If a referral is to be made the manager / deputy manager completes the relevant page of a Early Help Assessment form right help time level of need. This

must be followed up in writing within 24 hours. We keep a copy of this document and will follow the detailed guidelines given.

Parental Partnership

If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the (HSCP) does not allow this. This will usually be the case where the parent or family member is the likely abuser, or where a child may be endangered by this disclosure. In these cases the investigating officers will inform parents. Where we decide not to seek parental permission before making a referral the decision will be recorded in the child's file with reasons, dated and signed.

We will continue to welcome the child and the family and treat them with respect in a non-judgmental manner whilst investigations are being made in relation to any alleged abuse. We will 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 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.

Parents must notify setting regarding any concerns they may have about their child and any accidents, incidents or injuries affecting the child, which will be recorded. We will involve parents and carers wherever possible and ensure they have an understanding of the responsibilities placed on the setting for safeguarding children by setting out its statutory duty in the Pre-school policy and procedures, prospectus, notice board and newsletter.

Confidentiality and Sharing Information

All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board. Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if

appropriate under the guidance of the (HSCP) with the provision that the care and safety of the child is paramount.

All staff understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence. Staff should only discuss concerns with the DSL or manager. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information and records of concern form and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. We will develop effective links with relevant agencies and cooperate as required with any enquires regarding child protection matters including attendance of case conferences.

All staff at Marden Pre-school, Breakfast and After School Club are aware of their responsibility for safeguarding and promoting the welfare of children in our care.

Paula Barrett, Wendy Smith and Emma Harris will access DSL training. Once training has been undertaken they will cascade the information to all other staff members and committee members.

EHA

Working Together (2018) states that:

“Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child’s life..... Early help can also prevent further problems arising”.

“Effective early help relies upon local organisations and agencies working together to:

- identify children and families who would benefit from early help
- undertake an assessment of the need for early help
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to improve the outcomes for the child”.

The Early Help Hub in Herefordshire has been developed to promote children and their families get the right help at the right time. The Early Help Hub sits alongside the Multiagency Safeguarding Hub and will be responsible for contacts which come into the local authority at level 3 or below and for contacts that MASH have assessed as not needing level 4 intervention.

The Early Help Hub will proactively work with families and referrers to ensure the right support is offered this will include signposting, offering advice and guidance and facilitating the completion of an Early Help Assessment, where appropriate, with those families whose needs meet level 3 or high level 2 and who give their consent.

The contact number for the Early Help Hub is (01432) 260261.

If the EHA process does not show evidence of improvement within a family situation after a period of time, the group can escalate it for further assessment.

Practice Framework: Signs of Safety

Each child and family member is an individual, each family is unique in its make-up and reaching decisions about levels of need and the best intervention requires discussion, reflection and professional judgement.

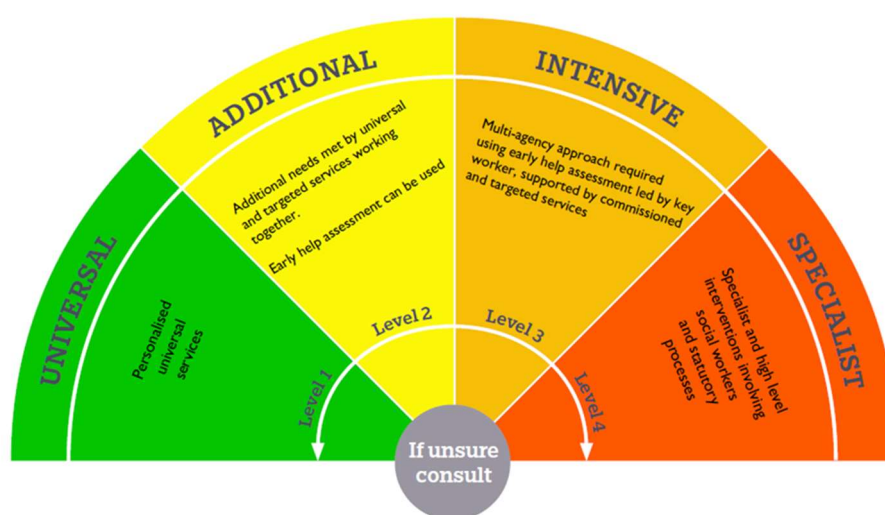
'Signs of Safety' provides a framework for us to do this together, by considering seven domains in any assessment:

- What is the harm (past and present) that we are worried about in respect of a child?
- What are we worried is going to happen to the child in the future if nothing changes?
- What are the complicating factors in this family?
- What are their strengths and positive attributes?
- Is there any existing safety or protection?
- What needs to happen to keep the child safe now?
- What does the family want to happen?

In Herefordshire, we are committed to developing collaborative working relationships with families to help us to understand the circumstances of each family, to be professionally curious and rigorous in making judgements and to maintain a clear and relentless focus on safety and protection.

Levels of Need

The diagram below sets out the 4 levels of need that services and professionals will use to ensure the right help is provided at the right time to the right children and families.



Level 1. Universal

Children and young people making good overall progress in all areas of their development and receiving appropriate universal services such as health and education.

Level 2. Additional

Children, young people and their families are experiencing emerging problems, or have additional needs that require some targeted support. They are likely to require early help for a time limited period, to help them move back to Universal (level 1) and reduce the likelihood of needing level 3 more intensive support.

Level 3. Intensive

Children, young people and families with identified vulnerabilities who are experiencing multiple and complex needs and are likely to need intensive multi-agency coordinated approach. They are likely to require longer term help.

Level 4. Specialist

Children, young people and their families who are experiencing very serious or complex needs that are having a major impact on their expected outcomes or there is serious concern for their safety.

This may be as children in need - CIN (Section 17 of the Children Act 1989) or as children in need of protection- CP (under section 47 of the Children Act 1989). Children, young people and families receiving intervention at level 4 need are supported, where possible, to reduce the seriousness and complexity of need and are then enabled to step down to Early Help support or Universal services as appropriate.

Contact Details:

- Ofsted 0300 123 1231
- LADO 01432 261739
- MASH Team 01432 260800
- Herefordshire safeguarding children partnership 01432 260100
- Early help hub. 01432 260261

The legal framework and key guidance for this policy are

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

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Data Protection Act (1998) Non Statutory Guidance
- Revised Early Years Foundation stage (2017)
- **Further Guidance**
- Working Together to Safeguard Children (revised HMG 2018)

Keeping children safe in education 2022 (from 1 September 2022)

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- What to do if you are worried a Child is Being Abused (HMG 2006)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for
Practitioners (CWDC 2010)

(22)Working Together & Showing Respect

It is our aim to provide a friendly and respectful working environment for all our staff and children. To implement this all members of staff must undertake to:

1. Work together at all times and help each other out as much as possible.
2. Never talk derogatorily about a member of staff to anyone behind that person's back.
3. Sort out problems promptly so that they are not allowed to fester.
4. Treat other staff in the manner in which they themselves would like to be treated.
5. Show all children equal care and attention.
6. Ensure that all children in their care receive lots of love and cuddles.
7. Ensure that no child is singled out for special attention or lack of it.
8. Ensure that they do not discuss a child's appearance, development, behaviour or the feelings of the staff in a negative manner in front of that child or other children.

(23) Inclusion, Equality and Diversity Policy

We take great care to provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued. We treat all children and adults as a person in their own right, with equal rights and responsibilities to any other individual. We value diversity and are committed to anti discriminatory practice and equality of opportunity for all children and families. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, pregnancy or maternity, ethnic or national origin, or political belief has no place within this Pre-school.

We promote equal access to all our services by taking practical steps, wherever possible and reasonable, such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families. Inclusion and diversity is a thread, which runs through the entirety of the Pre-school. We provide positive role models and non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people. We do this through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour.

We aim to continually improving our knowledge and understanding of issues of equality, inclusion and diversity. Our practice is monitored and regularly reviewed to ensure our policies and practices are effective are non-discriminatory.

If anyone believes that this policy is not being upheld, it is their duty to report the matter to the attention of the Pre-school manager or the area Pre-school manager immediately. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and we will take action against any discriminatory behaviour by staff or parents.

Our named Equalities Coordinator (SENCO) is: Paula Barrett and Wendy Smith

The legal framework for this policy is based on:

- Equality Act 2010
- Children Act 2004
- Care standards Act 2002
- Childcare Act 2006
- Every Child Matters, 2004
- Special Educational Needs and Disability Act 2001
- Disability Discrimination Act 1995, 2005
- Race Relations Act, 1976, Race Relations Amendment Act 2000
- Sex Discrimination Act 1986
- Employment Equality (age) Regulations, 2006 Admissions /service provision
The Pre-school is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy.

We will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

Wherever possible a Pre-school place will be provided for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the Pre-school's ability to provide the necessary standard of care.

Staff and recruitment and training

- It is the policy of the Pre-school not to discriminate in the treatment of individuals.
- All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies.

- All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds as specified in this policy.
- We recruit, select, train and promote individuals on the basis of the job requirements.
- Management will ensure that no job applicant or employee will receive less favourable treatment on the grounds of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation and pregnancy or maternity which cannot be justified as being necessary for the safe and effective performance of their work or training
- All members of the selection group will be committed to inclusive practice as set out in this policy and will have received appropriate training.
- Application forms will be sent out along with a copy of the equal opportunities monitoring form. Application forms will not include questions that potentially discriminate against the grounds specified in the policy statement.
- At interview, no questions will be posed which potentially discriminate against the grounds specified in the statement of intent. All candidates will be asked the same questions, and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process.
- The applicant who best meets the criteria is offered the post, subject to references and DBS check.
- Candidates will be given the opportunity to receive feedback on why they were not successful.
- All staff are expected to participate in inclusion, equality and diversity training on an annual basis.

- We ensure staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.

Early learning framework and the environment

Early learning opportunities offered in the Pre-school encourage children to develop positive attitudes to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Making children feel valued and good about themselves
- Ensuring that all children have equal access to early learning and play opportunities
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypical or derogatory images in the selection of materials
- Acknowledging and celebrating a wide range of religions, beliefs and festivals
- Creating an environment of mutual respect and empathy
- Helping children to understand that discriminatory behaviour and remarks are unacceptable
- Ensuring that all early learning opportunities offered are inclusive of children with learning difficulties and/or disabilities and children from disadvantaged backgrounds
- Ensuring that children whose first language is not English have full access to the early learning opportunities and are supported in their learning.
- Making our environment is as accessible as possible for all visitors and service users. If access to Pre-school is found to treat disabled children or adults, or other community groups, less favourably then we make reasonable adjustments to accommodate their needs. We can do this by making

adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments.

- Ensuring each child receives the widest possible opportunity to develop their skills and abilities by offering a curriculum that is inclusive to all children and which can be differentiated to meet children's individual needs and learning style.

Protection for lesbian, gay, bisexual and transsexual people

- We take bullying very seriously (see policy Achieving Positive Behaviour).
- We work closely with parents and staff to continually improve our anti-bullying programme aimed at tackling homophobia and trans phobia behaviours.
- Bullying and harassment by child to child or child to adult is not tolerated.
- If a staff member made an unacceptable comment to a child or another adult they will be subject to disciplinary procedures and further training on inclusion.
- Parent's comments will be challenged by staff members. If it continues a meeting will take place between the parents and manager.
- We believe dressing up encourages children's creativity and imagination. We encourage all our children to make full use of our role play clothes avoiding stereotypes.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life.
- We encourage parents/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 and offer advice on sources of financial support.

Food

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

Meetings

Meetings are arranged to ensure that all families who wish to may be involved in the running of the Pre-school. Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about and access to the meetings.

(24) Visitors Policy

Visitors will only be admitted to Pre-School with consent by the settings Manager. The front and back doors are locked at all other times to prevent visitors entering premises without a member of staff admitting them.

Admittance at any other time will be at the discretion of the manager.

If the staff member does not personally know the visitor, identification must be seen.

All official visitors, even if known, must have their identification checked- if staff member is unsure, clarification must be sought by telephoning the relevant department to seek authenticity. The visitor will not be admitted until identification has been verified.

All visitors to sign in the visitor's book- including arrival time. Visitors should also be recorded on the daily signing in and out sheet.

Visitors must not be left alone with any child or escort any child to the toilet.

All visitors to be signed out when leaving- including departure time.

In case of emergency- staff must ensure all visitors leave the premises, as well as children, staff and other adults.

Please note, visitors will only be permitted into the setting if it is safe to do so. Please see Covid- 19 policy and procedure documents for additional information.

(25)Pre-School Committee

- A voluntary committee of parents and carers runs the Pre-school.
- The Committee is responsible for setting pre-school's policies, managing and engaging staff, fundraising and organising social events.
- It is not responsible for day-to-day operations: that responsibility lies with the manager.
- The Committee meets at least twice a year, at a convenient time.
- The way we run ourselves as a committee is governed by our Constitution which is kept in the operational file.
- Being a member of the pre-school committee is an enjoyable and worthwhile experience, giving you as a parent/ carer a greater involvement in the vitally important early stages of your child/ children's education.
- If you think you may like to join the committee at any stage in the year, please contact any pre-school manager.
- An Annual General Meeting is held in the autumn term and this is when the committee for the following year is elected.
- Parents/ carers will be informed in good time so they are able to attend.
- Good communication between the Committee and staff is crucial to the smooth running of Pre-school therefore at least one member of staff attends each Committee meeting. One Committee member (currently the chair and treasurer) is designated as preschool liaison officers and meets regularly with the manager to discuss play and learning, and coming events and any problems that might occur.
- All committee members are to have fill out a EY2 form and have a DBS (DISCLOSURE & BARRING SERVICES) (FORMERLY CRB CHECKS)

- All committee members will be supported in their role, and have a hand over period from previous committee member whose role they are taken on.

(25a)Animals on Site Policy

- Animals visiting the pre-school are free from disease, safe to be with children and do not pose a health risk.
- We do not keep pets at pre-school.

(26) Supporting Children from other Cultures

At the setting we believe it is paramount that each child and family is welcome. We respect different cultures and promote these by doing a variety of different activities.

EAL

Children with English as a second language will be supported and parents are welcome to work in partnership with the settings staff to ensure the needs of the child/children are met.

Bilingual/multilingual children and adults are an asset to the whole group.

Children and parents who have English as a second or additional language will be valued and their languages recognised and respected in the preschool.

Children will be supported to improve their English through a variety of activities and opportunities, and encouraging parents from Different ethnic backgrounds to share their skills.

(27) Fees Policy

Marden Pre-School/Breakfast and After-school Club operates a service which is fair and competitively priced. We aim to offer a high quality service in a safe and stimulating environment where the needs of individual children are met. You are able to purchase day care for Monday - Thursday 8.00 – 5.15 &

Fridays 9.00 - 4.30 Term time only

Pre-school under 3's £4.20

Under 2's £5.00

3 year olds and about £4.00

Children WITHOUT a regular booking will be charged at the £5.20 Breakfast Club & £10.40 for After School Club.

Sickness

If a child is absent due to sickness or other reasons the fee's will remain in place as the Pre-school/Breakfast & Afterschool Club will have kept their place open and still have to employ and pay staff. In the case of continuing illness please speak to the Manager as fees for such absences are at the discretion of the pre-school.

Holidays

The Pre-school/Breakfast Afterschool Club is currently closed on all Bank Holidays thus no fee is collected for these days. If a child has a planned holiday that falls during term time fees are still payable as normal. If in the event of the pre-school/Breakfast Afterschool Club being closed due to unforeseen circumstances for example heavy snow, flooding and the primary school is closed fees are still payable.

Payment of fees

When starting at the setting families be asked how they would like to pay their bill. Fees can be paid weekly, monthly or each half termly. Each new Parent will be asked how they wish to pay before their child starts at the setting.

Bills will be given to the parent during the first week of term where payment dates and amounts will be stated. Fees should be paid to either the manager or the Deputy Manager.

If a receipt for fees is needed please see manager.

Late payment of fees

Fees should be paid weekly, monthly or half-termly in-line with the agreement made with parent/carer and setting at the beginning of each term. If fees are not paid to the required timescale a reminder will be sent to the parent/carer and payment should be received within 7 days of that reminder. For each week fees are outstanding a percentage of interest will be applied starting with 5% and increasing a further 5% for each week the fees are outstanding. This will be enforced at the discretion of the setting. If fees continue to be outstanding the parent will be sent a further letter asking for fees to be paid within 7 days upon receipt of the letter or proceedings through the small claims court will be instigated to reclaim the outstanding amount. Parents will also be asked to withdraw their child until the outstanding fee is paid. Any child who is receiving Nursery Education Funding will be able to remain at pre-school for their funding hours only.

Should a problem arise concerning payment of fees parents should speak to the pre-school Manager as soon as possible to enable the pre-school to come to an agreement regarding payment. Confidentiality will be assured.

Nursery Education Funding (NEF)

Pre-school are in receipt of NEF for 2yrs up to 4yrs. This is available the term following your child's third birthday. NEF will fund 15 hours a week for a limited number of hours per term. To access this funding you need to complete a NEF registration form.

All fees are charged relating to hours or weeks not funded by NEF.

Working Tax Credit

If you receive Working Tax Credit you may be able to get help towards the cost of childcare. 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)

Termination of the contract

Marden Pre-school/Breakfast Afterschool Club reserves the right to terminate the contract without notice in the event of unsuitable behavior from 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 want to decrease your session 4 weeks' notice is also required.

If you wish to terminate your contract with Marden Pre-school/Breakfast Afterschool Club 4 weeks' notice in writing is required.

If there have been any issues concerning late payment of fees on previous occasions. It is up to the desecration of the settings manager to request up to 4 weeks payment in advance.

(28)Risk Assessment Policy

Purpose of Policy

Marden Pre-school aims to ensure that all activities, trips and outings, materials and equipment are safe for the children. The purpose of this policy is to ensure that any hazards associated with these are identified and removed or minimised to an acceptable level of risk.

Marden Pre-school appreciates that children and young people need some level of risk in their activities, trips and outings in order to ensure that children continue to develop, but these risks are assessed to ensure that any risks are appropriate to the age and stage of development of the children and young people involved.

Who is Responsible?

It is the responsibility of the setting Named person for Health and Safety at Work Act 1974 to ensure that risks to staff, parents and children are minimised or eliminated whenever possible.

It is the responsibility of the Pre-school Manager and Deputy Manager to ensure that risk assessments are completed for all setting activities.

How the Policy will be Implemented

Risk assessments must be carried out on all existing and new activities that take place in the setting. It is identified that some activities with a low level of risk will not be assessed for risk on every occasion; however, these risk assessments will be reviewed on a monthly basis and signed by the member of staff reviewing the risk assessment to ensure that it is still valid.

Risk Assessments are carried out in order to turn identified hazards into risks that are acceptable for the children and young people in the setting. Risk

assessments commonly look at the activity that is planned; identify hazards associated with the activity and come up with strategies to reduce the hazard to an acceptable risk.

Hazards are identified as something that will cause harm to one or more people if controls are not put in place to minimise their impact.

Risks are identified as something that may cause harm to one or more persons depending on what controls are put in place.

Risk Assessment Procedure

When performing a risk assessment the member of staff looks at the following elements:

- The Activity
- The Hazard (the hazards identified from the activities,
- Risk reduction and control (what measures will you put into place to reduce the hazard)

- All activities will be risk assessed by a member of staff looking at the activity and how to prevent risks to children. If there is a high risk involved then the benefits of that activity must be clearly justified to the Manager who will make the overall decision if the activity can go ahead. **Benefits of the Activity**

- Social Development Opportunities
- Physical Development Opportunities
- Intellectual Development Opportunities
- Creative/Cultural Development Opportunities
- Emotional Development Opportunities

(28a) Continuing Professional Development

Policy

Learning is at the heart of all we do. The staff at Marden Pre-school for children and

Families believe that high quality CPD is essential for maintaining and developing

The quality of education and services that we strive to achieve for our children and Families.

CPD involves every employee or voluntary helper in our Pre-school. All of us are committed to

lifelong learning and creating a learning community, so we continuously seek to provide an

effective role model for our children, involve ourselves in educational research and develop

our understanding of how children learn. We recognise that effective CPD both improves

standards and raises morale through personal and professional fulfillment.

Aims:

1. Senior managers and staff take ownership and give a high priority to professional development
2. All staff will have opportunities through Performance Management and regular reviews, to discuss their professional development needs and plan a programme of CPD within the available resources
3. Staff will have entitlement to access high quality induction and continuing professional development

4. The focus of all CPD will be on improving standards, the quality of learning and teaching and supporting families and children within and beyond the Pre-school

5. We look to create a network of learning communities within and beyond our Pre-school that are self-sustaining and aware of the need for continuous self-improvement.

6. All staff will have access to an induction period that is based on previous experience, the professional needs of the individual and the policies and working practices of the pre-school

8. CPD will be linked and integrated with the pre-schools development plans and be based on a range of information. The needs of the Pre-school are identified through their own self-evaluation; Issues identified through other monitoring e.g. OFSTED National and local priorities, Performance Management

Individual aspirations, need and personal fulfillment

(29)Marden Pre-School Financial Policy

As an organisation Marden Pre School (MPS) has set up its Financial Policy to meet the needs of the setting. The Committee recognises the importance of keeping accurate and transparent financial records so that:

- Marden Pre School meets its legal needs and other statutory obligations set out by the Charities Commission, Pre School Learning Alliance, Ofsted, Charities Act, Inland Revenue, Customs and Excise and Common Law.
- The Committee can fully exercise their responsibilities as Charitable Trustees by having proper financial control of MPS.

1. Internal Controls.

- 1.1. Day to Day responsibilities for the monitoring of finances lies with the Treasurer and Chair with input from other Committee Members when required.
- 1.2. The Treasurer has specific responsibility for overseeing the financial management of MPS by ensuring the information is presented in a clear and understandable way to the Chair and Committee.
- 1.3. Any specific duties undertaken by the Treasurer and Chair do not reduce the committee's collective responsibility to make sure the financial affairs are being managed in a professional manner and that any risks are minimal.

2. Accounts

- 2.1. The Treasurer will maintain the accounts by a clear audit trail of hard copy receipts, analysing all the transactions appearing on the bank account.

- 2.2. Accounts will be drawn up at the end of each financial year and presented to the Chair at the next AGM.
- 2.3. Accounts will be verified and audited by a nominated independent auditor before being sent to the Charity Commission
- 2.4. Prior to the start of each financial year the committee will approve a budgeted expenditure amount for the following year

3. Banking

- 3.1. The Committee will bank with Santander using a Treasurer's current account set up for charities the name on the account will be Marden Pre School.
- 3.2. The bank mandate will list three members who can sign cheques on behalf of MPS. These members will be approved and minute by the committee.
- 3.3. Each cheque from the account can be signed by any one of the three nominated members but it is good practice to get two signatures.
- 3.4. A cheque must never be signed by the person to whom it is payable.
- 3.5. The committee will require the bank to provide statements every three months and these will be reconciled against the receipts on a termly basis by the Treasurer.
- 3.6. The Treasurer will set up an electronic payment system and account monitoring facility.
- 3.7. The committee will not use any other bank/financial institution or overdraft/loan facility in the name of Marden Pre School.

4. Payments

- 4.1. All expenditure will be use on MPS business only and will be properly authorised. All expenditure will be in line with the approved budget for the current year.
- 4.2. The Treasurer will be responsible for holding the cheque book and payment cards which will be kept under lock and key. Blank cheques will NEVER be signed. The relevant payee's name will be inserted onto the cheque before signing. The cheque stub will be properly completed at the same time as signing the cheque.
- 4.3. No cheques will be signed without proper documentation.
- 4.4. Every payment from MPS bank account will be evidenced by the original receipt/invoice. This will be retained by the Treasurer for filing purposes.
- 4.5. Wages & Salary: there will be a clear trail showing every payment. All employees will be paid within the PAYE, National Insurance Regulations. A nominated accountant (Aubrey & Co) will be employed to ensure PAYE is calculated correctly.
- 4.6. Petty cash will be kept to a minimum and will be monitored in the same way as expenditure using cheques and payment cards.
- 4.7. Monies for Petty Cash will be used from the cash income and monitored on a weekly basis.
- 4.8. All staff appointments/departures will be authorised by the committee, minuting dates and salary levels. All changes to hours and salary for current staff will also be authorised and miniated by the committee.
- 4.9. The committee will not accept liability for any financial commitment unless properly authorised. Any orders placed or undertakings given which would cost the MPS £1000 must be authorised and minated by the committee. In exceptional circumstances such undertakings can be made by two positions

i.e. Treasurer and Chair. When this rule is exercised full details will be provided at the next committee meeting.

5. Insurance.

5.1. The committee will ensure that adequate cover is in place for all business activities with a recognised insurer (Morton Michel). The committee will comply with all insurance regulations as necessary.

6. General rules roles and responsibilities relating to this Policy.

Treasurer.

Will hold all banking details: online, cheques, cards.

Have full control of bank transactions

Bank monies on a weekly basis.

Ensure all expenditure and income is recorded and accounted for.

Monitor bank account regularly.

Ensure charity commission is updated annually

Pay HMRC monthly in line with wages to avoid liabilities

Pay wages via BACS monthly.

Provide a full income/expenditure transactions report on a termly basis.

Send regular reports to the Chair.

Be one of the names on the bank mandate.

Have the ability to be a single signatory for BACS purposes.

Chair.

The Chair will have overall responsibility and will be one of the names on the bank mandate.

The Chair will take over the Treasurers responsibility should the Treasurer become incapacitated.

Manager/Staff.

Can use a payment card for consumables/resources up to a maximum of £50, all of which will be accompanied by a VAT receipt.

Must keep payments by cash to a minimum

Ensure all internet purchases for resources and small equipment are receipted and emailed direct to the Treasurer.

General.

Under no circumstances will standing orders or direct debits be permitted.

The miss use of payment cards or cheques will result in instant dismissal

Payment card use will be limited if it is continually used without requesting and producing a receipt.

Anyone in possession of a payment card will be held solely responsible if it is stolen or miss-used.

Signed.....

Chairperson

Signed.....

Treasurer

Date.....

(30)Tapestry Policy

Marden Pre-school use an online Learning Journey system (Tapestry); this allows staff and parents to access the information from any computer via a personal, password-protected login.

Staff access allows input of new observations and photos or amendment of existing observations and photos.

Parent access allows input of new observations and photos or the addition of comments on existing observations and photos – parent log-ins do not have the necessary permission to edit existing material.

- Observations input into the Tapestry system are moderated by a member of the management team before being added to the child's Learning Journey.
- Parents logging into the system are only able to see their own child's Learning Journey.
- Parents are asked to sign a consent form giving permission for their child's image to appear in other children's Learning Journeys, and to protect images of other children that may appear in any photos contained in their child's Learning Journey.
- The Learning Journey is started once the child has starts at Pre-school.
- In all written observations, other children will not be referred to by name.
- Staff will be provided with tablets to access Tapestry wirelessly while working.
- These tablets are for work use only and are not allowed to access any social media networks.

- Tapestry is not used as a general communication tool between Pre-school and home.
- A child's learning journey is a document recording their learning and development and parents may add comments on observations or contribute photos, videos or information about activities they have been doing at home.
- Parents may contact us through the usual channels for any other day-to-day matters, e.g. absence, lost property, etc.

Security

- The Tapestry on-line Learning journey system is hosted on secure dedicated servers based in the UK.
- Photos and observation are not stored on the individual tablet or computer.
- Access to information stored on Tapestry can only be gained by unique user id and password.
- All Staff can access tapestry but only the manager is able to add observation to the learning journey.
- When a member of staff leaves the company their login is deleted.
- Parents can only see their own child's information and are unable to login to view other children's Learning Journeys.
- Parents are not permitted to use any photographs on tapestry to go on any social media site.

(31)Transition Policy

Children can experience several transitions in their early years and Pre-school staff are sensitive to the difficulties children may have whilst going through these transitions.

Staff are skilled at observing their key children and will be sensitive to any changes in their behaviour and personality.

We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's character.

Some examples of transitions that young children and babies may experience are:

- Starting Pre-school
- Starting school or moving to a different setting
- Family breakdowns
- New siblings
- Moving home
- Death of a family member
- Death of a family pet

We will support all children in the Pre-school with any transitions they may be encountering. **Starting at Pre-school:**

We realise that starting Pre-school can be a difficult time for children and their families and aim to make this easier for all concerned. Parents are welcomed to settle their children into the setting at Marden Pre-school we recognise each child's needs are different and we will support parents to enable a smooth transition for their child.

In accordance with our Safeguarding Children Policy, parents /carers and any visitors are not left unsupervised with any children.

Once their child has started Pre-school parents / carers are welcome to stay with their child for sufficient time so the child feels settled and the parents / carers feel comfortable about leaving their child. If a child is finding it difficult to settle, we will keep the parents/carers informed of their child's progress and different strategies will be discussed if necessary. Parents and carers are welcome to telephone at any time to speak to a member of staff regarding their child.

Children moving to Pre-school from another setting.

Contact will be made with the old setting and we ask parents to pass on their child's 'My Learning Journey' from the old setting to their key person. The key person will read this and familiarise themselves with the child before returning this to the parent / carers.

Children attending another setting

Contact will be made with the other setting with the permission of the parents / carers. We will regularly exchange information with the other setting regarding the child's 'My Learning Journey' and their development to ensure that their individual needs are being met.

Leaving Pre-school When a child is ready to leave the Pre-school

Their developmental profile will be updated and passed on to their new school or setting. We will also arrange for the child to visit the new setting with their key person or Pre-school Manager where possible. We will invite staff from the new setting or school into the pre-school to introduce them to the children.

We will provide a variety of resources that relate to the school to help the children to become familiar with this new concept and will aid the transition e.g. uniform to dress up in, photographs of all the schools the children may attend. The key person will initiate conversations with their key children, who are due to move to school,

about school. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues enabling these to be overcome.

Family breakdowns

When parents separate it is a difficult situation for all concerned. We will support the child to talk openly about any concerns or worries they may have and we will feed this back to parents to enable support to be given at home and nursery. We ask parents to keep us updated with any changes as soon as practicably possible and work with you. We will ensure the child's welfare is paramount in all operations relating to their time within the Pre-school.

We will remain neutral and treat both parents equally and with due respect. All matters known by the staff pertaining to the family and the parent's separation shall remain confidential. We will provide information on the child's progress within the to both parents wherever requested and invite both parents to Pre-school events, including parental consultations and social evenings. Pre-school will comply with any details of a Court Order where they are applicable to the Pre-school situation, provided the Pre-school has seen a copy / has a copy attached to the child's file. Please note that the Pre-school cannot restrict access to any parent with parental responsibility unless a formal Court Order is in place. We respectfully ask that parents do not put us in this position.

Moving home and new siblings

These are normally two events that parents will have advance notice of, and we ask that parents let the Pre-school know about these events so we can support the child to be ready for this. We will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. through role play, stories and discussions.

Parents may also consider placing their child into pre-school for additional sessions during these events to provide them with consistency and time away from the changes occurring.

Bereavement

We understand that this is not only a difficult time for families but it may also be a confusing time for young children, especially if they have little or no understanding of why their parents are upset and why this person is no longer around.

Pre-school will offer support to all concerned should this be required. If parents feel that their child requires additional support we ask that you speak to the pre-school manager and the key person to enable this support to be put into place. The Pre-school will be flexible wherever possible to adapt the sessions the child and family may need during this time.

If a child needs extra support or one-to-one care during this difficult time, the Pre-school will adapt their staffing arrangements so they are fully supported by the most appropriate member of staff on duty, preferably the child's key Person

The death of family pets is also an area that children and their families may need support with. We will offer support to the child to understand their loss and support their emotions through this time.

(32) Whistle Blowing Policy

Whilst we expect all our colleagues, both internal and external, to be professional at all times there may be occasions where this may not be happening. It is vital that all team members talk through any concerns they may have with their line manager at the earliest opportunity to enable any problems to be ironed out as soon as they arise.

Disclosure of information If you become aware of information which you reasonably believe tends to show one or more of the following, you MUST promptly disclose this to your manager so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to your manager you should speak to one of the Committee Members.

- A criminal offence has been committed or is being committed or is likely to be committed
- A person has failed or is likely to fail to comply with any legal obligation to which they are subject. a miscarriage of justice that has occurred, is occurring, or is likely to occur
- The health or safety of any individual has been, is being, or is likely to be, endangered
- The environment, has been, is being, or is likely to be, damaged, any action deliberately designed to cause financial loss to the company, or to obtain any unauthorised benefit, whether or not this is received personally or by others.
- Information tending to show any of the above, is being, or is likely to be, deliberately concealed. If this information relates to safeguarding then Safeguarding Policy should be followed. All disclosures or concerns raised will be treated seriously and will be dealt with in a consistent and confidential

manner. Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal.

(33) E-safety Policy

This policy has been written to safeguard children in relation to electronic communications of all types. The Internet is now regarded as an essential resource to support teaching and learning.

Computer skills are vital to accessing life-long learning and employment. It is important for children to learn to be e-safe from an early age and Marden Pre-school can play a vital part in starting this process. In line with our other policies that protect children from other dangers, there is a requirement to provide children with as safe an Internet environment as possible and a need to begin to teach them to be aware of and respond responsibly to possible risks. Significant educational benefits should result from Internet use including access to information from around the world.

Internet use will be carefully planned and targeted within a regulated and managed environment The appointed E-safety Co-ordinator is: Wendy Smith

Procedures

We have a duty to ensure that children in our setting are not exposed to inappropriate information or materials. We also need to ensure that children know how to ask for help if they come across material that makes them feel uncomfortable.

Internet access for the children will be tailored for educational use and will include appropriate filtering. Staff will guide children in online activities that will support their learning. The Manager will ensure that the appropriate filters are applied to the PC & Laptop within the setting.

The Manager will check search histories at least weekly on all pre-school computers and laptops. The Manager has the right to access any Pre-school computer or tablet at any time.

The Pre-school Staff are responsible for:

- Monitoring the websites being used by the children during every session
- Ensuring that material accessed by children is appropriate
- Ensuring that the use of any Internet derived materials by staff or by children complies with copyright law
- Ensuring that the Pre-school Manager is informed immediately If staff or children discover unsuitable sites have been accessed on the Pre-school PC or Laptop, so that the filters can be reviewed The Internet is also used in the Pre-school to support the professional work of staff, to allow effective planning and source resources. Unsuitable sites must NOT be accessed by staff. A breach of this policy will be considered to be gross misconduct by staff and will be dealt with accordingly.
- Staff or children's home information will not be published. Website photographs that include children will be selected carefully and children's names will not be used anywhere on the website. Permission from parents or carers for featuring their child on the website is requested before a photo is put on the website.

Managing e-mail Children will not have access to e-mail. E-mail, On-line communications and social networking

- Pre-school has a facebook page which is updated with information for parents only. Or as a marketing tool this is carefully monitored.
- On-line chat rooms and social networking sites such as Twitter will not be used at the settings.
- Staff will not discuss individual children or the setting on facebook, twitter or any other social networking site.

- It is Pre-school policy that staff are not 'friends' with Pre-school parents/carers on any social network site. Unless they were friends before starting at the setting.

Mobile technologies Mobile Phones

- Owned by Staff members are stored in the filing cabinet/ Main kitchen turned off.
- Photographs or videos of children must only be taken on pre-school camera's or tablets.
- Pre-school cameras including those on tablets are to be used for purposes only and not to taken home for any reason.
- The cameras and tablets will be used inside the Pre-school rooms and in the outside area only.
- The cameras will be stored in a locked cupboard.
- Photographs will be used for displays and observations and will remain within pre-school premises.
- Photographs taken by parents at Pre-school events such as The Christmas sign song should be for personal use only and MUST NOT BE uploaded to social networking sites if the image contains children other than their own.
- Handling of E-Safety Complaints The Pre-school complaint procedure will be followed in the event of any cases of e-safety misuse that arise. Any complaint about staff misuse of the internet must be reported to the Manager.
- Staff working tablets will be used for work purposes only within the setting and at home. No staff member is to download anything onto the tablet i.e social media, snap chat etc any application that need to be added will be added by the manager only. All tablets will have the same pin number so they can be accessed by the manager at any time. Any staff member who uses the tablets inappropriate will face disciplinary measures. All photos will

be removed before leaving the setting either uploaded to tapestry or deleted.
If staff members has not had time to do this then the tablet will remain
within the setting until this is completed.

(34) Promoting British Values and Preventing Radicalisation Policy

Marden Pre-school believes that building the resilience of children and young people along with the promotion of fundamental British values is at the heart of preventing radicalisation. From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have “due regard to the need to prevent people from being drawn into terrorism”.

This duty is known as the Prevent duty. Marden Pre-school are already responsible for keeping children safe, however the Prevent duty reinforces these existing responsibilities in respect of radicalisation of children.

British Values We actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths or beliefs. These are interpreted by our children as learning right from wrong; learning to take turns and share; and challenging negative views and stereotypes. These are already implicitly embedded in the Early Years Foundation Stage.

We do not promote views and theories that are contrary to established scientific or historical evidence and explanations.

By promoting British values we can build children’s resilience to radicalisation, as well as enabling them to challenge extremist views.

Teaching British values is about teaching children to be proud to be British and ensuring they are not being radicalised at an early age. It is our responsibility to ensure children are safe and healthy, always aspiring to be the best they can possibly be. British values are embedded in everything we do.

Democracy: making decisions together

- Encouraging children to know their views count, value each other's views and values, and talk about their feelings.
- Demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration.
- Give children the opportunities to develop enquiring minds in an atmosphere where questions are valued. Rule of law: understanding rules matter Ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up.
- Ensure that all children understand rules apply to everyone. Individual liberty: freedom for all
- Provide opportunities for children to develop a positive sense of themselves, developing their self knowledge and self-esteem by talking about their experiences and learning.
- Allowing children to take risks on an obstacle course, increasing their confidence in their own abilities
- Provide a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

Mutual respect and tolerance: treat others as you want to be treated

- Management and Leadership should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire a tolerance, appreciation of, and respect for their own and other cultures. For example, by learning about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions. Share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff should promote diverse attitudes and challenge stereotypes, by sharing stories that reflect and value the diversity of children's experiences.
- Staff should provide resources and activities that challenge gender, cultural and racial stereotyping.
- What is not acceptable is:
 - Actively promoting intolerance of other faiths, cultures and races
 - Failure to challenge gender stereotypes and routinely segregate girls and boys
 - Isolating children from their wider community
 - Failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Preventing / Radicalisation and Tackling Extremism

Marden Pre-school has a duty to promote children's welfare and prevent radicalisation and extremism. Keeping children safe in education is our priority. In line with the Prevent Duty (June 2015) we will ensure that all staff are trained,

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informed, recognises vulnerability and mitigate the risks. We will ensure the curriculum embeds British Values, teaching our staff, children and visitors to be tolerant and have respect for all faiths within our multi-cultural society. This is underpinned by a range of other policies including 'Employment and Staffing, Early Years Foundation Stage, Achieving Positive Behaviour, Inclusion, Equality and Diversity. Our Ethos values and respects diversity, encourages freedom, openness and aims to build resilience and self-confidence.

To ensure we are meeting the requirements of the prevent duty we will:

- Assess the risk of children being drawn into terrorism.
- Have robust safeguarding policies to protect children and young people from being drawn into terrorism.
- Ensure our safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- Ensure staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- Ensure children are safe from terrorist and extremist material when accessing the internet
- Work in partnership with the wider community to ensure children and their families are safeguarded from radicalisation and extremism.
- Provide a safe environment in which children can discuss controversial issues, and be given the knowledge and confidence to challenge extremist beliefs and ideologies.

Identification

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups

and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause Significant Harm.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified. Staff should be alert to changes in children's behaviour, including even very young children, which could indicate they may be in need of help or protection.

Here are examples of indicators that may suggest vulnerability to violent extremism:

- Use of inappropriate language
- Behavioural changes;
- Out of character changes in dress, behaviour and peer relationships
- Secretive behaviour
- Losing interest in friends and activities
- Showing sympathy for extremist causes
- The expression of extremist views
- attempts to access extremist websites and associated password protected chat rooms
- Seeking to recruit others to an extremist ideology.
- Advocating violent actions and means;
- Possessing illegal or extremist literature
- Association with known extremists;

If you have a concern about a child If you have a concern for the safety of a specific young person at risk of radicalisation, you should follow the safeguarding

procedures, including discussing with your setting's designated safeguarding lead. You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed. If you are concerned that a child's life is in immediate danger, or that they may be imminently planning to travel to Syria or Iraq dial 999 or call the confidential Anti-Terrorist Hotline on 0800 789 321.

(35) Social Media policy

This social media policy applies to parents, members of staff student's committee members and volunteers of Marden Pre-school.

This policy includes (but is limited to) the following technologies.

- Social networks
- Discussion forums
- Collaborative online spaces
- Media sharing services.(ie You tube)
- Micro- blogging(i.e twitter)

As part of our duty to safeguard children it is to safeguard it is essential to maintain the privacy and security of all our families.

We therefore require that:

- No photographs taken within the pre-school setting or at Pre-school special events and outings with the children, are to be posted for public viewing.
- (This excludes those photographs taken by staff for children's learning folders or action and doing observations, and photos which are sometimes used for displays in the setting, for use on the Marden Pre-school website or facebook page which is closed to parents, committee members and staff. Children will photographs will only be added if consent is gained from parents. Other advertising materials if parental permission is given).
- No public discussions are to be held or comments made on social media sites regarding the Pre-School children, staff or committee business (except appropriate use for marketing, fund raising events) or that could be construed

to have any impact on the Pre-School's reputation or that would offend any member of staff or parent using the Pre-School.

- In order to ensure professional boundaries childcare staff to ensure professional boundaries childcare staff, students or volunteers should not accept person invitations to be friends from parents, carers or children that use Pre-School unless they know them in a before their child started at Pre-school.

Any member of staff, student or volunteer found to be posting remarks or comments that breach confidentiality or that are deemed to be a detrimental nature to the Pre-school or other employees, or posting/publishing photographs of the setting, children or staff may face disciplinary action in line with the Pre-school disciplinary procedures (students will be asked to leave immediately).

Any comment deemed to be inappropriate are to be reported to the Manager and Chairperson and any action taken will be at their discretion.

General guidelines for using social media:

- Remember that no information sent over the web is totally secure and as such if you do not wish the information to be made public refrain from sending it through social media.
- Maintain professionalism, honesty and respect.
- Apply a 'good judgement' test for every social media post you make.

(36) Outings Policy

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 have the following procedures in place to keep children safe on outings:

Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting. Parents are asked to sign specific consent forms before major outings.

An outings form must be completed. This includes a risk assessment and a checklist.

Staff ratios must be maintained and will be higher than normal.

A minimum of two staff should accompany children on outings and a minimum of two should remain behind with the rest of the children. Where possible at least 3 adults will go on the outing.

A first aider must be present on the outing.

Named children are assigned to individual staff or volunteers.

There is an outings bag which must be taken on any outing. This contains all children's contact numbers, mobile phone, first aid facilities, and all necessary items needed.

The children must be counted before setting off, on going throughout the trip and before returning back to the Pre-school.

A label must be attached to each child showing the name and telephone number of the Pre-school and Pre-school mobile number.

Meeting points must be pre designated and adhered to.

Toilet facilities must be provided for the children at regular intervals. Spare clothes and nappies should be available.

Food and drink must be provided at similar times to that provided at Pre-school. Additional drinks should be offered especially if it is hot or the children are taking part in energetic activities.

When the outing has finished the outing should be reviewed, with particular note to the suitability of the venue, any problems with transport, and what children particularly enjoyed or disliked about the outing.

Have a list of the children's names and the total number of children.

Where possible use road crossings. Staff should make sure that the road is clear and safe before allowing children to cross.

Staff will promote safety awareness.

Staff members and adults must position themselves between the children at regular intervals making sure someone is always at the back and the front.

Parents will be informed in advance of any visits or outings involving the transportation of children away from the Pre-school.

When planning a trip or outing using vehicles, records of vehicles and drivers including licenses, MOT certificates and business use insurance are checked.

All vehicles used in transporting children are properly licensed, inspected and maintained.

All vehicles used are fitted to the supplier's instructions with sufficient numbers of safety restraints appropriate to the age/weight of the children carried in the vehicle. Any mini buses/coaches are fitted with 3-point seat belts

Staff will ensure seat belts, child seats and booster seats are used and that maximum seating is not exceeded.

The vehicle will be equipped with a fire extinguisher and emergency kit containing warning triangle, torch, blankets, wheel changing equipment etc.

When we use a mini bus, we will check that the driver is over 21 years of age and holds a P.V.C. driving license. This entitles the driver to transport up to 16 passengers

When children are being transported, there will always be at least one adult in the vehicle, excluding the driver. If using a coach staff must position themselves throughout the coach. No child will be left in a vehicle unattended

The vehicle must come to a stop or park where children can disembark directly onto a path or safe area.

Records are kept of the vehicles used to transport children. In the event of a child being lost, the Missing Child Procedure will be followed. Any incidents or accidents will be recorded in writing and Ofsted will be informed of any incidents.

(37) Information sharing

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

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

Policy statement

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

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

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject.
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed.

6. Processed in a way that ensures appropriate security of the persona data including protection against accidental loss, destruction or damage, using appropriate technical or organisational measures

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

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

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

Procedures

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

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

- Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information both within the setting, as well as with external agencies.
2. *Be open and honest with the individual and their family where appropriate from the outset about why, what, how and with whom information will, or could be shared, and seek their consent, unless it is unsafe or if I have a legal obligation to do so. A Privacy Notice is given to parents at the point of registration to explain this further.*

In our setting we ensure parents:

- Receive a copy of our Privacy Notice and information about our Information Sharing Policy when starting their child in the setting and that they sign [our/my] Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
 - have information about our Safeguarding Children and Child Protection Policy; and
 - have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
3. *Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.*
- Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the child's file.

- Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager or deputy, as designated person, who will contact children's social care for advice where they have doubts or are unsure.
- Our managers seek advice if they need to share information without consent to disclose.

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

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

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

In our setting we

- record concerns and discuss these with our designated person and/or designated officer from the management team for child protection matters;

- record decisions made and the reasons why information will be shared and to whom; and
- follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.

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

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

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

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

Consent

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

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.

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

Separated parents

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

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

Legal framework

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

Further guidance

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

(38) Admissions

Policy statement

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

Procedures

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- We ensure that information about our setting is accessible, using simple plain English, in written and spoken form and, where appropriate, provided in different community languages and in other formats on request.
- We arrange our waiting list in birth order. In addition, our policy may take into account:
 - the age of the child, with priority given to children who are eligible for the free entitlement – including eligible two year old children;
 - the length of time on the waiting list;
 - the vicinity of the home to the setting;
 - whether any siblings already attend the setting; and
 - the capacity of the setting to meet the individual needs of the child.
- We offer funded places in accordance with the Code of Practice for ... and any local conditions in place at the time.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- Our setting and its practices are welcoming and make it clear that fathers, mothers, other relations and carers are all welcome.

- Our setting and its practices operate in a way that encourages positive regard for and understanding of difference and ability - whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.
- We support children and/or parents with disabilities to take full part in all activities within our setting.
- We monitor the needs and background of children joining our setting on the Registration Form, to ensure that no accidental or unintentional discrimination is taking place.
- We share and widely promote our Valuing Diversity and Promoting Equality Policy.
- We consult with families about the opening times of our setting to ensure that we accommodate a broad range of families' needs.
- 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.
- Failure to comply with the terms and conditions may ultimately result in the provision of a place being withdrawn.

(39)Transfer of records to school

Policy statement

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

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

Confidential records are shared where there have been child protection concerns according to the process required by Hereford safeguarding children partnership.

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting. Prior to transferring information, we will establish the lawful basis for doing so (see our Privacy Notice).

Procedures

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

- Using the *Early Years Outcomes* (DfE 2013) guidance and our assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.
- The record refers to:
 - any additional language spoken by the child and his or her progress in both languages;

- any additional needs that have been identified or addressed by our setting;
- any special needs or disability, whether a referral was made in respect of special needs or disability, whether there is an Education, Health and Care Plan, and the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.
- When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.
- If there have been any welfare or protection concerns, we place a star on the front of the assessment record.

Transfer of confidential information

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in our setting and what was done about them.
- We will make a summary of the concerns to send to the receiving setting or school, along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these for us to use.
- Where a CAF has been raised in respect of any welfare concerns, we will pass the name and contact details of the lead professional on to the receiving setting or school.
- Where there has been a s47 investigation regarding a child protection concern, we will pass the name and contact details of the child's social worker on to the receiving setting or school – regardless of the outcome of the investigation.
- We post or take the information to the school or setting, ensuring it is addressed to the setting or school's designated person for child protection and marked as 'confidential'.

- We do not pass any other documentation from the child's personal file to the receiving setting or school.

Legal framework

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

Further guidance

- What to do if you're worried a child is being abused: Advice for practitioners (HM Government 2015)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

(40) Confidentiality and client access to records

Policy statement

'Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case.'

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

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

Confidentiality procedures

- Most things that happen between the family, the child and the setting are confidential to our setting. In exceptional circumstances information is shared, for example with other professionals or possibly social care or the police.
- Information shared with other agencies is done in line with our Information Sharing Policy.

- We always check whether parents regard the information they share with us to be confidential or not.
- Some parents may share information about themselves with other parents as well as with our staff/; we cannot be held responsible if information is shared by those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it. We are not responsible should that confidentiality be breached by participants.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our Children's Records Policy and Privacy Notice) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely (see our Children's Records Policy and Privacy Notice).
- Information is kept in a manual file, or electronically. Our staff may also use a computer to type reports, or letters. Where this is the case, the typed document is deleted from the PC and only the hard copy kept.
- Where it is helpful to keep an electronic copy, we download it onto a disc, labelled with the child's name and kept securely in the child's file. No documents are kept on the hard drive. This is because the settings' PC's do not have facilities for confidential user folders.
- Our staff discuss children's general progress and well being together in meetings, but more sensitive information is restricted to our manager and the child's key person, and is shared with other staff on a need to know basis.
- We do not discuss children with staff who are not involved in the child's care, nor with] other parents or anyone else outside of the setting.

- Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
- Where third parties share information about an individual us; our practitioners and managers check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.

Client access to records procedures

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

- The parent is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that our setting has compiled on them.
- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to manager
- We acknowledge the request in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
- Our written acknowledgement allows one month for the file to be made ready and available. We will be able to extend this by a further two months where requests are complex or numerous. If this is the case, We will inform you within one month of the receipt of the request and explain why the extension is necessary
- A fee may be charged for repeated requests, or where a request requires excessive administration to fulfil.
- Our manager informs their line manager and legal advice may be sought before sharing a file we may seek legal advice before sharing a file.
- Our manager goes through the file with one their deputy manager they go through the file and ensure that all documents have been filed correctly, that en-

tries are in date order and that there are no missing pages. They note any information, entry or correspondence or other document which mentions a third party.

- We write to each of those individuals explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is.
- They are asked to reply in writing to our manager giving or refusing consent for disclosure of that material.
- We keep copies of these letters and their replies on the child's file.
- 'Third parties' include each family member noted on the file; so where there are separate entries pertaining to each parent, step parent, grandparent etc. we write to each of them to request third party consent.
- Third parties also include workers from any other agency, including children's social care and the health authority for example. Agencies will normally refuse consent to share information, preferring instead for the parent to be redirected to those agencies for a request to see their file held by that agency.
- Members of our staff should also be written to, but we reserve the right under the legislation to override a refusal for consent or to just delete the name of the staff member and not the information. We may grant refusal if the member of staff has provided information that could be considered 'sensitive' and the staff member may be in danger if that information is disclosed; or if that information is the basis of a police investigation. However, if the information is not sensitive, then it is not in our interest to withhold that information from a parent. In each case this should be discussed with members of staff and decisions recorded.
- When we have received all the consents/refusals our manager takes a photocopy of the complete file. On the copy of the file, our manager removes any information that a third party has refused consent for us to disclose and blank out any references to the third party, and any information they have added to the file, using a thick marker pen.
- The copy file is then checked by the deputy manager and legal advisors to verify that the file has been prepared appropriately.

- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- We photocopy the 'clean copy' again and collate it for the parent to see.
- Our manager informs the parent that the file is now ready and invites him/ her to make an appointment to view it.
- Our manager and their deputy manager meet with the parent to go through the file, explaining the process as well as what the content of the file records about the child and the work that has been done. Only the person(s) with parental responsibility can attend that meeting, or the parent's legal representative or interpreter.
- The parent may take a copy of the prepared file away: but, to ensure it is properly explained to and understood by the parent, we never hand it over without discussion.
- It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. Our recording procedures and guidelines ensure that the material reflects an accurate and non-judgemental account of the work we have done with the family.
- If a parent feels aggrieved about any entry in the file, or the resulting outcome, then we refer the parent to our complaints procedure.
- The law requires that the information we hold must be held for a legitimate reason and must be accurate (see our Privacy Notice). If a parent says that the information we hold is inaccurate, then the parent has a right to request for it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent, we retain the right not to change that entry, but we can record the parent's view of the matter. In most cases, we would have given a parent the opportunity at the time to state their side of the matter, and it would have been recorded there and then.
- If there are any controversial aspects of the content of a child's file, we must seek legal advice. This might be where there is a court case between parents, where

social care or the police may be considering legal action, or where a case has already completed and an appeal process is underway.

- We never 'under-record' for fear of the parent seeing, nor do we make 'personal notes' elsewhere.

Telephone advice regarding general queries may be made to The Information Commissioner's Office Helpline 0303 123 1113.

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

Legal framework

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

Further guidance

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

(41) Working in partnership with other agencies

Policy statement

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

Procedures

- We work in partnership, or in tandem, with local and national agencies to promote the well-being of children.
- We have procedures in place for the sharing of information about children and families with other agencies. These are set out in our Privacy Notice, Information Sharing Policy, Safeguarding Children and Child Protection Policy and the Supporting Children with Special Educational Needs Policy.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in our setting and respect their professional roles. We follow the protocols for working with agencies, for example on child protection.
- We ensure that staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.

- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary, we consult with and signpost to local and national agencies who offer a wealth of advice and information that help us to develop our understanding of the issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

(42) Provider records

Policy statement

We keep records and documentation for the purpose of maintaining our charity.

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 our staff including their name, home address and telephone number.
- Names, addresses and telephone numbers of anyone else who is regularly in unsupervised contact with the children.

We consider our records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained with regard to the framework of the General Data Protection Regulations (2018), further details are given in our Privacy Notice and the Human Rights Act (1998).

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

Procedures

- All records are [the responsibility of our management team who have responsibility and ensure they are kept securely.
- All our records are kept in an orderly way in files and filing is kept up-to-date.
- Our financial records are kept up-to-date for audit purposes.

- We maintain health and safety records; 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;
- change to our premises which may affect the space available to us or the quality of childcare we provide;
- change to the name and address of our registered provider, or the provider's contact information our name, address or contact information.
- Change to the person managing our provision.
- significant event which is likely to affect our suitability to look after children; or other event as detailed in the *Statutory Framework for the Early Years Foundation Stage* (DfE 2017).

Legal framework

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

(43) Children's records

Policy statement

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

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

Procedures

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

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

Developmental records

- These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.
- These are usually kept in locked filing cabinet and can be accessed, and contributed to, by our staff, the child and the child's parents.

Personal records

These may include the following (as applicable):

- Personal details – including the child’s registration form and any consent forms.
- Contractual matters – including a copy of the signed parent contract, the child’s days and times of attendance, a record of the child’s fees, any fee reminders or records of disputes about fees.
- Child’s development, health and well-being – including a summary only of the child’s EYFS profile report, a record of discussions about every day matters about the child’s development health and well-bring with the parent.
- Early Support – including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs an SEN action plan) and records of any meetings held.
- Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, an Education, Health and Care Plan and any information regarding a Looked After Child.
- Correspondence and Reports – including a copy of the child’s 2 Year Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.
- These confidential records are stored in a lockable file or cabinet, which is always locked when not in use and which our manager keeps secure in an within the setting.
- We read any correspondence in relation to a child, note any actions and file it immediately
- We ensure that access to children’s files is restricted to those authorised to see them and make entries in them, this being our manager, deputy or designated person for child protection, the child’s key person, or other staff as authorised by our manager.
- We may be required to hand children’s personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a S11 audit, as long as authorisation is seen. We ensure that children’s personal files are not handed over to anyone else to look at.

- Parents have access, in accordance with our Privacy Notice, Confidentiality and Client Access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.
- Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Our staff induction programme includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for three years after they have left the setting; except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place.

Archiving children's files

- When a child leaves our setting, we remove all paper documents from the child's personal file and place onto an external hard drive, in a compressed file with the year date on. The external hard drive is stored in a safe place a locked cabinet for three years. After three years it is destroyed.
- If data is kept electronically it is encrypted and stored as above.
- Where there were s.47 child protection investigations, we mark the file with a star and archive it for 25 years.
- We store financial information according to our finance procedures.

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

Legal framework

- General Data Protection Regulations (GDPR) (2018)

- Human Rights Act (1998)

(44) Retention Policy

As a requirement of the new General Data Protection Regulation (GDPR), and my commitment to be transparent on the way that we collect, store and process information about you and your child, I have written this retention policy to explain in detail what happens to any information I hold when the time comes for your child to move on from my setting. Please refer to my **Privacy Notice** for further information about my data protection procedures and responsibilities.

Any data that we retain relating to you or your child will fall under one of the following categories:

- **Safeguarding and Welfare Information**

e.g. Care Plans, Medical / Health Records, Attendance Registers, Accident / Incident, Existing Injury, Records, Medication Administration Records, Safeguarding – Records of Concern, Parent Permission / Consent Forms.

These items contain safeguarding and welfare information. we are required to retain these records for legal / insurance purposes until your child is 35years.

- **Financial Records**

e.g. Contracts, Attendance Registers, Invoices & Payment Records, Records of Defaults / Legal Action

These items include payment and attendance information. For HMRC purposes, I am required to retain these records for 6 years.

- **Funding Application Information**

If your child's place has been full or part-funded, I am required by the local authority to retain any information relating to your funding application(s) under contractual necessity for a period of 3 years.

- **Contact Information**

As advised by the Information Commissioner's Office, we will also retain your contact information (phone number and email address) for up to one financial year after your child has left my setting. This will allow me to contact you to clarify any accounts or financial information where necessary, e.g. for tax credit claims or on request from HMRC.

we will ensure that all data is stored securely. Paper records are kept in a lockable file and digital files are stored on our business laptops which is secured with a password and virus protection. Following the retention period, paper records will be burnt and digital files securely deleted.

Your child's learning and development records will be handed over to you on your child's last day of attendance. E.g. Learning File / Journal, Progress Reports / Trackers, Observations, Daily Diary, Artwork & Crafts. If your child is moving on to school, nursery or a new care setting, we may ask if you would like us to forward some of this information on in order to support your child's transition. We will always request your permission and ask you to sign a data sharing agreement before passing on any information.

Photographs

In addition to any photographs that may already be included in your child's learning and development records, we will also provide you with a copy of all of the photographs we have taken of your child during their time with me. These will be provided either by email or on a disc.

we may request your permission to retain a copy of some photographs, for example: to provide information about my service and the activities we offer with prospective families or to look at with the other children and share memories of times spent with your child. We will ask you to sign a separate photograph retention permission form for this. Any photographs that we have not been granted permission to retain will be

securely deleted without delay.

Service Closure

Should we make the decision to close our service. We will continue to securely store data for as long as we are legally required to do so, then appropriately destroy / delete data at the end of the required retention period.

Your rights

You have the right to request access to information that we hold about you and your child and may also ask for information held about you and your child to be withdrawn – your ‘right to erasure’. Please refer to our Privacy Notice for further details regarding your rights to access data. There are however exceptions to these rights, for example the right to access or erasure may be refused due to legal or regulatory restrictions or where the disclosure of information risks adversely affecting the rights and freedoms of third parties.

If you have any questions about my data handling and retention procedures, please do not hesitate to ask.

(45) Terrorist threat/attack and lock-down

Most procedures for handling an emergency are focussed on an event happening in the building. However, in some situations you will be advised to stay put (lock-down)(duck) rather than evacuate. 'Lock-down' of a building/group of buildings is intended to secure and protect occupants in the proximity of an immediate threat. By controlling movement in an area, emergency services can contain and handle the situation more effectively.

- The setting manager assesses the likelihood of an incident happening based on their location.
- The setting manager will check our police website for advice and guidance.
- Local police contact numbers are clearly displayed for staff to refer to.
- Staff rehearse simple 'age appropriate' actions with the children such as staying low to the floor, keeping quiet and listening to instructions in the same way that fire procedures are practiced. Lock-down must be rehearsed and recorded termly.
- The setting manager is aware of the current terrorist alert level, as available at www.mi5.gov.uk/threat-levels.
- We follow any additional advice issued by the local authority.
- Emergency procedures are reviewed and added to if needed.
- Information about this procedure is shared with parents and all staff are aware of their role during 'lockdown'.
- A text/phone message is issued to parents when lockdown is confirmed.

Suggested wording for parent message

Due to an incident we have been advised by the emergency services to secure the premises and stay put until we are given the 'all clear'. Please do not attempt to collect your child until it is safe to do so. We will let you know as soon as we are able to when that is likely to be. In the meantime we need to keep our telephone

lines clear and would appreciate your cooperation in not calling unless it is vital that you speak to us.

Lock-down procedures

If an incident happens the setting manager acts quickly to assess the likelihood of immediate danger. In most cases the assumption will be that it is safer to stay put and place the setting into 'lockdown' until the emergency services arrive. As soon as the emergency services arrive at the scene staff comply with their instructions.

During 'lock-down'

- *Staff and children stay in their designated areas if it is safe to do so.*
- *Doors and windows are secured until further instruction is received.*
- *Curtains and blinds are closed where possible.*
- *Staff and children stay away from windows and doors.*
- *Children are encouraged to stay low and keep calm.*
- *Staff tune into a local TV or radio station for more information.*
- *Staff do NOT make non-essential calls on mobile phones or landlines.*
- *If the fire alarm is activated, staff and children remain in their designated area and await further instructions from emergency services, unless the fire is in their area. In which case, they will move to the next room/area, following usual fire procedures.*

The door will not be opened once it has been secured until the manager is officially advised "all clear" or is certain it is emergency services at the door.

During lockdown staff do NOT:

- *travel down long corridors*
- *assemble in large open areas*
- *call 999 again unless there is immediate concern for their safety, the safety of others, or they feel they have critical information that must be passed on*

Following lockdown:

- *Staff will cooperate with emergency services to assist in an orderly evacuation.*
- *Staff will ensure that they have the register and children's details.*
- *Staff or children who have witnessed an incident will need to tell the police what they saw. The police may require other individuals to remain available for questioning.*
- In the event of an incident it is inevitable that parents will want to come to the setting and collect their children immediately. They will be discouraged from doing so, until the emergency services give the 'all clear'. Staff will be always acting on the advice of the emergency services.

Recording and reporting

- The setting manager reports the lockdown to their line manager as soon as possible. In some situations, this may not be until after the event.
- A record is completed as soon as possible.

Further guidance

Members of the public should always remain alert to the danger of terrorism and report any suspicious activity to the police on 999 or the anti-terrorist hotline: 0800 789 321.

For non-emergency, call the police on 101.

46 Oral health

The setting provides care for children and promotes health through promoting oral health and hygiene, encouraging healthy eating, healthy snacks and tooth brushing.

- Fresh drinking water is available at all times and easily accessible.
- Sugary drinks are not served.
- In partnership with parents, babies are introduced to an open free-flowing cup at 6 months and from 12 months are discouraged from using a bottle.
- Only water and milk are served with morning and afternoon snacks.
- Children are offered healthy nutritious snacks with no added sugar.
- Parents are discouraged from sending in confectionary as a snack or treat.
- Staff follow the Infant & Toddler Forum's Ten Steps for Healthy Toddlers.

Pacifiers/dummies

- Parents are *advised* to stop using dummies/pacifiers once their child is 12 months old.
- Dummies that are damaged are disposed of and parents are told that this has happened

Further guidance

Infant & Toddler Forum: Ten Steps for Healthy Toddlers
www.infantandtoddlerforum.org/toddlers-to-preschool/healthy-eating/ten-steps-for-healthy-toddlers/

47 Managing a suspected case of Coronavirus

The main symptoms of coronavirus are:

- a high temperature
- a new continuous cough – this means coughing a lot, for more than an hour, or three or more coughing episodes in 24 hours
- a loss of change to smell or taste – this means they cannot smell or taste anything, or things smell or taste different to normal

Please refer to the latest government guidance on [next-steps-for-living-with-COVID](#). If it is suspected that a child has COVID, staff do not attempt to diagnose or make assumptions about symptoms presented. They should immediately respond and take action as detailed in this procedure. This includes asking parents/carers to seek further advice from a medical practitioner who may/or may not advise that the symptoms meet the criteria for testing. In which case if the child appears well and displays no further suspect symptoms, they can return to the setting within the timescale advised by the medical practitioner.

The focus on coronavirus must not detract from staff being alert to the signs and symptoms linked to other serious illness as detailed below:

What to do if a child seems very unwell

Children and babies will still get illnesses that can make them very unwell quickly. It is important to get seek medical help and to contact the child's parents immediately.

Call 999 if a child:

- has a stiff neck
- has a rash that does not fade when you press a glass against it
- is bothered by light
- has a seizure or fit for the first time

- has unusually cold hands
- has pale, blotchy, blue or grey skin
- has a weak, high-pitched cry that is not like their usual cry
- is extremely agitated (does not stop crying) or is confused
- finds it hard to breathe
- has a soft spot on their head that curves outwards
- is not responding like they normally do

Being prepared

- All staff are aware of this procedure and their responsibility if a child becomes unwell with coronavirus symptoms at the setting.
- Staff are instructed in how to remove and dispose of PPE equipment safely – this includes aprons and gloves worn during routine care procedures. We display the [NHS guide to putting on and removing PPE](#).

If a child becomes unwell

- If a child is displaying any of the symptoms of coronavirus. The manager/deputy calls their parents to collect them immediately. Current guidance states that: *'If a child or young person has a positive COVID-19 test result they should try to stay at home and where possible avoid contact with other people for 3 days after the day they took the test. The risk of passing the infection on to others is much lower after 3 days, if they feel well and do not have a high temperature. Children and young people who usually attend an education or childcare setting and who live with someone who has a positive COVID-19 test result should continue to attend as normal'*.
- We will maintain contact with the parent(s) of the child who was sent home, and ensure they know that their child is entitled to a test and encourage them to get their child tested. To access testing parents should use the [111 online coronavirus service](#).
- We will ask the parent(s) to let us know the outcome as soon as possible.

- If the test result is positive we will inform all other parents that a child has tested positive and remind them to be aware of the symptoms to look out for.
- We will inform our local authority if a child, or staff member in the setting tests positive for coronavirus.
- We will also inform Ofsted as coronavirus is now classified as a Notifiable Disease.