



Policies and procedures

Safeguarding Children Policy

Safeguarding lead practitioner: Dawn Burtenshaw
Safeguarding deputy lead practitioner: Mandy Clarke
Committee safeguarding lead practitioner: Karina Beckett
Mash Number: 0344 800 8020
Lado Number: 01603 223473
Immediate Harm 999

At St Faith's pre-school, we have a duty of care to keep children safe by adopting the highest possible standards and taking all reasonable steps to protect children from harm.

Aims

Our aims are to, carry out the policy by taking steps to:

- Ensure that all children attending the preschool will be kept safe from harm.
- Ensure all persons working in the preschool, either paid or unpaid, have a clear understanding of the legal responsibility to safeguard and promote the welfare of all children (Please refer to our induction policy).
- To raise awareness of staff of the need to safeguard children and their responsibilities in identifying and reporting possible abuse.
- Provide systematic means of monitoring children known to be at risk of harm.
- Emphasise the need for good levels of communication between members of staff and between staff and parents/carers.
- Ensure that all staff that has access to children is suitable to do so and have a valid satisfactory DBS check.
- Ensure all members of staff receive regular child protection training as a condition of their employment.
- Support the child's development in ways that will foster security, confidence and independence.
- Work with parents/carers and outside agencies to ensure children receive the best possible outcome.

Procedures

At St Faith's pre-school:

- We have one SLP (Safe guarding lead practitioner) and one deputy SLP. Who are the main persons responsible for reporting any safeguarding concerns they have regarding a child's welfare. However all staff have a duty of care and the right to report a concern.
- All new members of staff are given a copy of the safe guarding children policy as part of their induction and are asked to read and sign to confirm they understand it. Staffs are informed when the policies are updated and are asked to read and sign.
- Our procedures are regularly reviewed and up-dated.
- All new parents and carers are to be given a copy of this policy and all existing parents are given an updated copy of the polices to read.
- Parents/carers are asked to provide information about their child that will aid their settling-in process and are important to the continuing care and support of that child. This mainly takes the form of an 'All about Me' booklet.

- Parents and carers are provided with a preschool prospectus that includes information about the settings procedures, aims, roles, responsibilities and copies of key policies.
- Students and regular visitors are informed verbally by the Supervisor or Deputy Supervisor about the safeguarding referral procedures, including staff roles and where to access the policy.

Roles and Responsibilities

All staff, either paid or unpaid, have a duty of care to protect all children that attend the preschool from harm.

Role in setting	Name	Responsibilities
Chairperson	Karina Beckett	To deal with any allegations made against staff members.
Safeguarding lead practitioner	Dawn Burtenshaw	To ensure all staff and volunteers have the knowledge and understanding of their role in safeguarding children. To be the primary port of call for those raising concerns.
Deputy safeguarding lead practitioner	Manager Mandy Clarke	When the SLP is absent the deputy will take over the role.

All Staffs responsibility is to:

Training	Child protection	Allegations
<p>We are responsible to under go Regular training in safeguarding children and child protection training every three years.</p> <p>As professionals we ensure that our knowledge is up to date so we can recognise indications of abuse and respond appropriately</p>	<p>If any professional becomes concerned over a child, it is our duty to report this to the MASH team, who can assess what action if any is in the best interest of the child.</p> <p>We will inform parents of this, unless it puts the child at risk of harm.</p>	<p>We have a duty of care to report to ofsted of any allegations of abuse made against a member of staff, whether employed or voluntary.</p> <p>We will inform the Local Authority Designated Officer (LADO) when an allegation is made.</p>
Good communication	Confidentiality	Registration requirements

<p>We ensure we have good communication with parents/carers to ensure we work together to develop their children's learning and development to the best of our ability.</p> <p>We also work with parent/carers to ensure the protection of their child.</p>	<p>We maintain appropriate boundaries with regard to confidential information regarding children.</p> <p>However we must share the information to other professionals if we believe someone is at risk of harm.</p> <p>We keep records confidential and secure, only accessible to those who need to access them in order to protect a child</p>	<p>We have made the setting safe by following the requirements set out by Ofsted and the EYFS</p> <p>We have registered with the relevant authorities and follow their guidelines.</p>
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Accident /Injury book	Police check	Photography
<p>If your child develops an injury at pre-school, we will keep a record of the event and inform parent/carers about it upon collection of their child or immediately by phone in the event of an emergency.</p> <p>Accident form will then be signed and dated by both parties and a copy given to the parent/carer.</p> <p>If a child has an injury on arrival at the pre-school a member of staff will record this on the relevant form and ask the parent/carer to sign and date it.</p> <p>In an emergency the staff will contact the appropriate medical assistance to ensure the best care is provided for your child.</p>	<p>All members of staff including voluntary and regular helpers will undergo an enhanced DBS check.</p> <p>This is required for any professionals who work with children.</p>	<p>Staff will seek written permission from parents/carers prior to photographing or filming children in our care.</p>

Children with disabilities

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse, setting staff who deal with children with complex and multiple disabilities and /or emotional and behavioural problems should be particularly sensitive to signs of abuse.

Supporting Children

We recognise that children who are abused or witness abuse may find it difficult to develop a sense of selfworth and trust those around them.

We recognise that some children may adopt inappropriate behaviour and these children may need to be referred on for support and intervention.

The setting will support the child through-

Activities to encourage self esteem and self motivation.
 An ethos that actively promotes positive support and a secure environment.
 A behaviour policy that supports all children.
 All staff follow a consistent approach.

Definition of Abuse

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children. (Working Together to Safeguard Children, 2010).

Physical Abuse	Emotional Abuse
<p>Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child.</p> <p>Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.</p> <p>Giving children alcohol, inappropriate drugs or poison is also considered physical abuse.</p>	<p>Where there is a persistent lack of love and affection that damages children emotionally.</p> <p>Being constantly shouted at, threatened or taunted can make a child very nervous or withdrawn.</p> <p>Seeing or hearing another person being harmed also constitutes emotional abuse, as in domestic violence and parental substance misuse.</p> <p>It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.</p> <p>It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.</p>

Sexual Abuse	Neglect
<p>Where adults use children to meet their own sexual needs.</p> <p>This may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of the clothing.</p> <p>This may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, including using sexualised language or grooming a child in preparation for abuse (including via the internet).</p>	<p>Where adults fail to meet a child's basic needs, for example for food or clothing.</p> <p>Children may be left unsupervised and alone.</p> <p>Sometimes adults fail or refuse to give children their love and affection.</p> <p>Failure to protect a child from physical and emotional harm or danger.</p> <p>Failure to meet children's medical needs.</p>

Prevention of Radicalisation

The government prevent strategy has raised awareness of the specific need to safeguard children young people and families from violent extremism. The counter – terrorism and security act 2015 places a duty on professionals with regard to the need to prevent people being drawn into terrorism.

If a member of staff has concerns that a child/parent or staff member may be at risk of radical isolation or involvement in terrorism they will speak with the SLP.

[CSE] Child sexual exploitation

CSE involves exploitative situations, contexts and relationships where young people receive something [food, drugs, alcohol, gifts or affection] as a result of engaging in sexual activities.

If CSE is suspected the setting will complete a record of harm and refer to social care.

[FGM]

FGM includes procedures that intentionally alter or injure a female genital organs for non medical reasons, FGM is extremely harmful and has long and short term effects on physical and psychological health.

FGM is internationally recognised as a violation of human rights and is illegal in the uk. The setting takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to FGM.

Any indication that FGM may be a risk, or has taken place will be dealt with under the child protection procedures out lined in this policy.

Safeguarding procedures

What to do if you are worried a child is being abused:

When a practitioner is concerned about a child, they must inform the safeguarding lead practitioner as soon as possible. In the case they are absent; they will then report it to the deputy safeguarding lead practitioner.

In cases of allegations against staff or committee the chairperson, is the allocated person to make a referral. If the concern is about the chairperson, the complaint needs to be reported to LADO.

When recording concerns about a child, practitioners should provide clear and accurate information. Every member of staff with a concern will fill in the settings 'record of harm' form and pass this on to the safe guarding lead practitioner.

When a child has made a disclosure to a member of staff

This form will include information about the child, which includes:

The child's name, the child's address, the age of the child, the date and time of the observation or the disclosure, an objective record of the observation or disclosure, the exact words spoken by the child, the name of the person to whom the concern was reported, with date and time; and the names of any other person present at the time. If the member of staff has written this on a piece of paper or any other material, this will also need to be placed with the form and used as evidence.

The safeguarding lead practitioner will then gather all the evidence together and will speak to the parents about the concerns before contacting social services, unless there is a concern that the child will be at greater risk by sharing this information.

Once all the information is gathered, the lead practitioner will then phone the MASH team (social services) on [0344 800 8020](tel:03448008020) and ask for a consultation. The MASH team will then make a decision based on the information provided, whether a NSCB1 form needs to be completed, a police officer or social worker needs to act immediately or whether the setting needs to continue to monitor the situation before making a referral. If a family has a FSP (family support process) around them, a decision may be made to refer the case back to this. In the case a NSCB1 form needs to be completed, the safeguarding lead practitioner has 48 hours to do this and return it to the MASH team.

If a child is at risk of immediate harm, 999 will be called.

After a safeguarding referral has been made and the parents/carers have been informed, if the parent /carer then decide to remove the child from the setting, the settings SLP must report this to MASH for the safety of the child.

Allegations against adults

All staff has a legal responsibility to report concerns about professional conduct of colleagues whose Behaviour might harm a child, and to ensure that every allegation against a member of staff is given

Consistent and fair consideration. Working Together to Safeguard Children (2006): 'We all share a Responsibility for safeguarding and promoting the welfare of children & young people' (2.2). All allegations against staff members should be dealt with fairly, quickly and consistently, in a way that

Provides effective protection for the child, and at the same time supports the person who is the subject of the Allegation. Guidance recommends that most allegations should be thoroughly investigated by the local authority within a month. An allegation is information or a concern which suggests that an adult working with Children and young people have:

- behaved in a way that has harmed, or may have harmed, a child; possibly committed a criminal offence against, or related to, a child;
- behaved towards a child or children in a way that indicates he or she is unsuitable to work with Children.

We understand that a child may make an allegation against a member of staff.

If such an allegation is made, the member of staff receiving the allegation should immediately inform the Named SLP (Safeguarding lead practitioner) in complete confidence. The safeguarding lead practitioner will contact the settings chairperson who will then contact the Local Authority Designated Officer (LADO) on [01603 223473](tel:01603223473) and inform Ofsted. At the discretion of the Chairperson, the member of staff May be suspended until the outcome of the Strategy Meeting/Investigation(s).

If a member of staff feels their allegation is not being taken seriously, they have the right to contact LADO and share their concerns without consent from the SLP or chairperson. Please see our 'whistle blowing policy' for more information.

Storage of safeguarding information

When there is a safeguarding concern about a child or a member of staff, a separate file will be made and placed in our lockable filing cabinet.

The filing cabinet clearly states only the safeguarding lead practitioner can have access to this. In the event the S.L.P is absent the deputy S.L.P will have access to it.

All safeguarding documents need to be kept for 75 years.

Information sharing

The Data Protection Act 1998 is not a barrier to sharing information – it simply provides a framework to ensure that information is shared appropriately. It reinforces common sense rules of information handling, and helps us strike a balance between the many benefits of public organisations sharing information and maintaining safeguards and privacy of the individual.

Seven Golden Rules for Information Sharing (Information Sharing, 2008)

1. Remember that the Data Protection Act is not a barrier to sharing information
2. be open and honest with families about what information can be shared and in what circumstances
3. Seek advice if you are in any doubt
4. Share information with consent, where appropriate and where possible
5. Consider safety and well-being and who may be affected by your sharing this information
6. Necessary, proportionate, relevant, accurate, timely & secure: ensure that the information you share is Necessary for the purpose for which you are sharing it, is only shared with people who need to have it, is Accurate and up-to-date, is shared in a timely fashion, and is securely shared
7. Keep a record of your decision and reasons for sharing information

When a child leaves your setting, you should send a copy of Child Protection records to the new setting, addressed to their Nominated Safeguarding lead practitioner. This will be delivered by person to ensure confidentiality is maintained.

Safer recruitment

We are committed to ensuring that all staff is vetted and subject to DBS disclosures.

We also ask applicants to provide two references from previous employers to check their suitability.

No member of staff will be allowed to be left alone with any child until these references and DBS are received.

Safer working practice (mobile phones, internet, cameras, social networking)

- All staff, either paid or unpaid, have a duty of care to protect all children from harm and to ensure their welfare.
- All persons attending the preschool are required to place their mobile phones and cameras if applicable, in locked filing cabinet in back room, so that they are not in use while children are on the premises. The preschool owns its own mobile phone and camera and these are strictly for the use of the children's learning stories (camera) which are cleared of the camera once the photos have been printed and parent/carer-preschool communications (mobile phone) only. (Please refer the e-safety policy for further information.)
- All staff has undertaken an enhanced DBS check to allow them to work with children. An annual declaration should also be completed to state that there are no changes to their criminal record.
- Maintain professional integrity and recognise appropriate boundaries. This includes not sharing personal phone numbers with children and parents, and not using social networking sites to communicate to anyone regarding the setting or any aspect of work in an early years and childcare setting.
- Maintain confidentiality as appropriate, and be clear about when information will be shared.
- Prioritise the safety and wellbeing of children, and maintain a focus on their needs.
- We ask staff not to have parents as friends on face book or other social networking site to ensure confidentiality is met at high levels.
- Visitors are asked to place their phones in the locked filing cabinet in back room with their personnel belongings and asked to sign to say they have done so in the register.

Non collection of children

If a child is not collected at the end of session, and contact with parent/carers or other authorised persons has not been possible the following procedure applies:

- The child does not leave the setting at any time other than with those named on the registration form;
- If parents/carers are running late they must inform the pre-school immediately. If no-one collects the child after one hour and no contact has been established we contact MASH (multi agency safeguarding hub) on 03448008020
- The child stays at the setting in the care of two DBS checked staff until the child is safely collected by either the parent/carer or a social worker;
- If social services are unable to contact either the parents or a relative the child will be admitted into the care of the local authority;
- Under no circumstances would a staff member go to look for a parent or take a child home with them.
- A full written report is added to the child's file;
- Depending on the situation we reserve the right to charge the parent/carer for the additional hours worked by the staff. This is charged hourly at the same rate as a current session fee; and
- If a child is collected late more than three times in a two week period the parent/carer are putting the child's place at risk.
- If a referral is to be made to the authority social services, we act within the Area Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.

Liaison with other bodies

- We work within the NSCB (Norfolk Safeguarding Children Board) guidelines.
- We have a copy of 'What to do if you are worried a child is being abused' on our parent notice boards which is available for parents and staff.
- We have procedures for contacting the Local Authority on child protection issues, including telephone numbers of local social services MASH team (0344 800 8020) and the local authority designated

- Officer (LADO) on [01603 223473](tel:01603223473) to ensure that it is easy, in an emergency, preschool and social services to work together.
- Details of the local NSBC contacts are also kept on the parent notice boards.

Other relevant policies

E-safety policy	Induction policy
Child collection policy	Inclusion, equality and diversity policy
Whistle-blowing policy	Special educational needs / disability policy
Safer recruitment policy	Behaviour management policy
Complaints procedure	Nappy changing policy
Admissions policy	Staffing and employment policy
Key person policy	Confidentiality and freedom of information policy
Health and safety policy	Disciplinary and grievance procedure for employees
Accident, injury and sickness policy	Transition policy

Key legislation and guidance

Primary Legislation

- The Children Act 1989 – s47
- The Protection of Children Act 1999
- Data Protection Act 1998
- The Children Act 2004 (Every Child Matters)
- Working Together to Safeguard Children (2010) Guidance
- What to Do if You are Worried a Child is Being Abused (2006)
- Child protection and safeguarding consultation lines (2007)
- The Common Assessment Framework (2005)
- Early Years Foundation Stage (2008/2012)
- Norfolk Safeguarding Children Board Secondary Legislation
- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Human Rights Act (1999)
- Race Relations (Amendment) Act (2000)
- Race Relations (Amendment) Act (1976) Regulations
- Rehabilitation of Offenders Act (1974)

This policy was adopted on: 26/8/2016

Date to be reviewed: 26/8/2017

Supervisor signature:

Chairperson signature:

Policies and procedures

E-safety policy

E-safety is about ensuring children are not harmed, placed at risk or bullied through Use of the internet, emails, blogs, and social networking sites; or by mobile phones and Electronic devices and games.

Aims

- To raise awareness amongst staff and parents/carers of the potential risks associated with online technologies.
- to ensure adults are clear about procedures for misuse of any technologies both within and beyond the early years setting.
- To provide the setting with safe resources for the children and staff to use.

Roles and responsibilities of staff

Use of photography and videos	Use of social media sites
<ul style="list-style-type: none"> • Written consent must be obtained from parents or carers before photographs or videos of young people will be taken or used within the setting, including displays, learning journeys, setting website and other marketing materials. • Staff will ensure that children are at ease and comfortable with images and videos being taken. • Staff must not use personal devices, such as Cameras, video equipment or camera Phones, to take photographs or videos of Children Cameras must always stay on premises. 	<ul style="list-style-type: none"> • Staff to be aware that it is not appropriate to have parents as friends on their social networking sites. • Identifiable images of children should not be Used on social networking sites. • To maintain professional distance and to avoid unwanted contact staff should not link their personal social networking accounts to the setting's page. • Ensure that privacy settings are set to maximum and checked regularly.
Use of mobile phones	Laptop and computers
<ul style="list-style-type: none"> □□ Personal mobile phones must never be used to contact children or their families, nor should they be used to take videos or photographs of children. Setting issued devices only should be used for this purpose and, if containing sensitive information or photographs of children, should not leave the premises unless encrypted and this must be acknowledged in the policy. • Mobile phones are to be stored in the locked filing cabinet, only staff is allowed to use these on their breaks or emergencies in the back room. 	<ul style="list-style-type: none"> • Staff to ensure all computers and laptop stay within the premises at all times and are locked away at the end of the session • Staff to ensure children are supervised when using the laptop and computer.

Data, storage and security

- Sensitive data, photographs and videos of children are not stored on setting devices which leave the premises (e.g. laptops, mobile phones, iPads, USB Memory Sticks etc) unless encryption software is in place.
- Equipment is locked away everyday after use and only the pre-school members of staff have access To them.
- Images are deleted off all cameras once they are placed in the child's learning story.
- Memory sticks are stored in a lockable filing cabinet
- Computers and laptops are password protected.

This policy was adopted on: 26/8/2016

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Supervisor signature:

Chairperson signature:



Policies and procedures

Promoting positive Behaviour Policy

St Faith's pre-school statement

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

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

Procedures

Mandy Clarke (Manager) is our named behaviour management person who has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour, in the event of her absence, Sue Howes (settings deputy Manager) will stand in as deputy behaviour management person.

We require the named person to:

- . Keep her/him up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- . Have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary;
- . Ensure all staff receives training on promoting positive behaviour and this is updated regularly.

In order to manage children's behaviour in an appropriate way, all staff will:

- . Attend relevant training to help understand and guide appropriate models of behaviour;
- . All staff will model to children required behaviour;
- . All staff will model positive language
- . All staff will follow a positive script and be consistent in doing this.
- . All staff will be calm and provide resources which promote a calm environment

- . We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- . We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.

Positive Strategies

- . We require all staff, volunteers and students to use positive strategies by helping children find solutions in ways which are appropriate for the children's ages and stages of development.

Such solutions might include, for example, acknowledgement of feelings towards others, supporting children to gain control of their feelings so that they can learn to control their emotions or ask for help when needed.

- . Provide a calm and engaging environment, where children have the opportunity to learn to take turns with others to promote positive behaviour and avoid conflicts.
- . We acknowledge and praise behaviour such as kindness and willingness to share.
- . We support each child in developing self-esteem and confidence to interact with others and build the relationships they need to ensure they feel safe and welcomed in the setting.
- . We help children to understand the outcomes of their action and support them in learning how to cope more appropriately.

- . We recognise that strategies for supporting children under three years will need to be developmentally appropriate and differ from those for older children.

We support children's understanding of the boundaries of our setting by using our golden rules, which are as follow: . Taking turns

- . Kind hands
- . Walking feet
- . Inside voice
- . Listening ears

Positive language

- . We role model positive language and use a consistent script to support children who are finding it difficult to cope with their emotions e.g.
- . Use your voice, hands down
- . We are going to another activity for five minutes to calm down, and then we will come back.
- . When the child is calm, 'what can we do to make your friend feel better? (Share a toy, draw a picture)

Staffs do not:

- . We never send children out of the room by themselves.
- . We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- . We do not use techniques intended to single out and humiliate individual children.
- . We do not shout or raise our voices in a threatening way towards children

Use of safe handling:

- . We may use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. We follow our policy and procedures in order to make the right decision.
- . Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting supervisor and are recorded in our incident books. The child's parent is informed on the same day and receives a copy of the incident.
- . We do not shout or raise our voices in a threatening way towards children

Use of rewards

- . All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- . Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will

Not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Children are taught the expectations of the setting and guided to follow these. Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group. However, if necessary children can be accompanied to another area of the provision, away from the children in order to calm down and help them to reflect on what has happened.

Types of rewards we may use in our setting are:

- . Stickers
- . Praise
- . Certificates for special achievements
- . Pre-school bag to take home for the weekend

Use of physical intervention

- . The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- . Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use "reasonable force in order to prevent children from injuring themselves or others or damage property" (EYFS).
- . If "reasonable force" has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.

Steps to support behaviour

- . Behaviours that result in concern for the child and/or others will be discussed between the key person, the behaviour coordinator and Special Educational Needs Coordinator (SENCO) or/and manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new

baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.

. If the behaviour continues to reoccur and remain a concern then the key person should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If a cause for the behaviour is not known or only occurs whilst in the setting then the SENCO will suggest using a focused intervention approach to identify a trigger for the behaviour.

. If a trigger is identified then the SENCO and key person will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.

. If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to give occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.

. It may also be agreed that the Family Support Process (FSP) or Early Help process should begin and that specialist help be sought for the child if deemed necessary – this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding and Children and Child Protection Policy.

. Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

Please see our other relevant policies:

Safeguarding policy

Whistle blowing policy

Special educational needs and disabilities policy

This policy was adopted on: 26/8/2016

Date to be reviewed: 26/8/2017

Supervisor signature:

Chairperson signature:



Policies and

procedures

Health and safety

Statement of intent

This setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

- . We aim to make children, parents, team members and volunteers aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment. The member of staff responsible for health and safety is: Sarah Thompson, Sarah is responsible for:
- . Undertaken health and safety training and regularly updating her knowledge and understanding.
- . Completing the health and safety daily checklist and highlighting any hazards and are completed every day before session.

- . Completing risk assessments on all equipment
- . The risk assessments are reviewed at least twice yearly and updated accordingly.

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed on our notice board in the hall alongside our health and safety poster.

Awareness rising

- . Our induction training for team members and volunteers includes a clear explanation of health and safety issues, so that all adults are able to adhere to our policy and procedures as they understand 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.
- . We keep records of these induction training sessions and new team members and volunteers are asked to sign the records to confirm that they have taken part.
- . We explain health and safety issues to the parents of new children, so that they understand the part played by these issues in the daily life of the setting.
- . As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at our team members meetings.
- . We operate a no-smoking policy.
- . We make children aware of health and safety issues through discussions, planned activities and routines.

Children's safety

- . We ensure all staff who is employed has an enhanced DBS check before working with children .
- Whenever children are on the premises at least two adults must be present.

Security

- . Systems are in place for the safe arrival and departure of children. The times of the children's arrivals/departures are recorded by a member of staff in the register.
- . The presence of all adults/staff/volunteers and visitors are recorded
- . Our systems prevent unauthorised access to our premises
- . Our systems prevent children from leaving our premises unnoticed
- . The personal possessions of staff/visitors and volunteers are securely stored during sessions in the back room.

Doors

- . We take precautions to prevent children's fingers from being trapped in doors, we do this by fixing finger safety door guards and using finger foam door guards to the outer edge of door during session at all times.

Floors and walkways

- . All our floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged. Any wet spills are mopped up immediately.
- . Walkways are left clear and uncluttered.

Electrical/gas equipment

- . We ensure that all electrical/gas equipment conforms to safety requirements and is checked regularly. .
Fires, heaters, electric sockets, wires and leads are properly guarded and we teach the children not to touch them.
- . There are sufficient sockets in our setting to prevent overloading.
- . We switch electrical devices off from the plug after use.
- . We ensure that the temperature of hot water is controlled to prevent scalds by isolating taps.
- . Lighting and ventilation is adequate in all areas of our setting, including storage areas. .
- Portable appliance testing (PAT) is carried out every year and a certificate is obtained.

Storage

- . All our resources and materials, which are used by the children, are stored safely.
- . All our equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

Kitchen

- . Children do not have unsupervised access to the kitchen
- . All surfaces are clean and free from germs
- . There are separate facilities for hand washing
- . Cleaning materials and other dangerous materials are stored out of children's reach.
- . A risk assessment is in place for when children participate in cooking activities
- . All items used in preparation of snacks and drinks are reserved for this use only and are not used to clean equipment and resources.
- . Cleaning items used for cleaning equipment are kept solely for this purpose.

Outdoor Area

- . Our outdoor area is securely fenced. All gates and fences are childproof and safe.
- . Our outdoor area is checked for safety and cleared of rubbish, animal droppings and any other unsafe items before it is used.
- . Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- . We check that children are suitably attired for the weather conditions and type of outdoor activities; ensuring that sun cream is applied and hats are worn during the summer months. We also supply waterproofs for all children to play outside with the water play and in the rain.
- . All buckets and equipment that collects water are emptied before children use them and fresh/clean water is provided.
- . We check our Mud play area everyday to ensure there is no dangerous plants or any animal's droppings in it and it is safe and clean for children to play in it.
- . All outdoor activities are supervised at all times by a member of staff.
- Whistles are carried by staff at all times, to alert other members of staff to an emergency or if support is required.

Hygiene

- . We seek information from the Public Health England to ensure that we keep up-to-date with the latest recommendations.
- . Our daily routines encourage the children to learn about personal hygiene.

For example: washing hands before snack, lunch, after activities, after they sneeze or cough and after they have been to the toilet.

- . We have a daily cleaning routine for the setting, which includes the play room(s), kitchen, rest area, toilets and nappy changing areas. Children do not have unsupervised access to the kitchen.

- . We have a cleaning rota for all equipment, dressing up and furnishings which all staff has a responsibility to follow

- . The toilet area has a high standard of hygiene, including hand washing and disposable paper towels for hand drying and a nappy bin which is emptied everyday.

We implement good hygiene practices by:

- . Cleaning tables between activities;

- . Cleaning and checking toilets regularly;

- . Wearing protective clothing - such as aprons and disposable gloves - as appropriate; .

Providing sets of clean clothes;

- . Providing tissues and wipes;

- . Using clean cloths everyday;

- . Using antibacterial wipes and spray for cleaning.

Activities

- . Before purchase or loan, we check equipment and resources to ensure that they are safe for the ages and stages of the children currently attending the setting.

- . We keep a full inventory of all items in the setting for audit and insurance purposes.

- . The layout of our play equipment allows adults and children to move safely and freely between activities. .

All our equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.

- . We make safe and separate from general use any areas that are unsafe because of repair is needed.

- . All our materials, including paint and glue, are non-toxic.

- . We ensure that sand is clean and suitable for children's play.

- . Physical play is constantly supervised.

- . We teach children to handle and store tools safely.

- . We provide a lovely calm and quiet rest area if children choose to sleep.

- . Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

Jewellery and accessories

- . Our team members do not wear jewellery or fashion accessories, such as belts or high heels that may pose a danger to them or children.

- . Parents must ensure that any jewellery worn by children poses no danger; particularly earrings which may get pulled, bracelets which can get caught when climbing or necklaces that may pose a risk of strangulation.

- . All staff must remove any jewellery which can cause injury to themselves or the children before they start work. .

All staff must tie their hair back and remove any rings or jewellery with diamonds or jewels before preparing and serving snack.

Food and drink

- . All food and drink is properly stored.
- . Serving of snacks and drink is closely supervised and children are required to sit at the table so that they do not walk about with food and drink.
- . Fresh drinking water is available at all times
- . Milk, fruit and vegetable snacks are served everyday, these are stored correctly and safely to ensure there is no risk to children's health.
- . Children are always closely supervised whilst eating and drinking to minimise the risk of any child choking. Also when purchasing and preparing the snacks for the children, the choking hazard is always considered so that the risk is minimised.
- . We have a form on our notice board in the kitchen and in our snack draw showing a picture of all children who have an allergy of food/drink and what their allergy is to ensure every child's safety.

Outings and visits

- . We have procedures in place detailing the safe conduct of 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 always sign consent forms before major outings.
- . A risk assessment is carried out before an outing takes place.
- . Our adult to child ratio is one adult to two children. We request that children are accompanied by an adult with parental responsibility for the child. If this is not possible the parents must discuss another arrangement with the preschool supervisor and/or deputy supervisor prior to the outing.
- . Where necessary named children are assigned to individual staff to ensure each child is individually supervised and to ensure no child gets lost and that there is no unauthorised access to children. (They are normally under the care of their own parent/carer)
- . Staffs take the Pre-school mobile telephone on outings, as well as the first aid pack, and the register. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.

Missing child

If a child goes missing from the setting

- . The person in charge will carry out a thorough search of the building and garden.
- . The register is checked to make sure no other child has also gone astray.
- . Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- . Person in charge talks to staff to establish what happened.
- . If the child is not found the parent is contacted and the missing child is reported to the police.

If a child goes missing from an outing where parents are not attending and responsible for their own child, the staff member in charge ensures that the following procedure is in place:

- . As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff searches the immediate vicinity but does not search beyond that.
- . The person in charge is informed, to aid the search and be the point of contact for the police as well as support staff.
- . Staffs take the remaining children back to the setting.
- . The person in charge of the outing makes contact with the child's parent/carer who makes their way to the setting or the outing venue as agreed with the person in charge.
- . The staffs contact the police using the mobile telephone and report the child as missing.

- . An indoor/outdoor venue, the staff contacts the venue's security who will handle the search and contact the police if the child is not found.
- . The person in charge contacts the chairperson of the management committee who comes down the setting as soon as possible.

The investigation

- . The management committee chairperson carries out a full investigation taking written statements from all the staff present at the time, or who were on the outing.
- . The member of staff in charge of the outing writes an incident report detailing:
 - The date and time of the report;
 - What staff/children were in the group/outing?
 - When the child was last seen in the group/outing;
 - What has taken place in the group/outing since then; and - The estimated time that the child went missing?
- . A conclusion is drawn as to how the breach of security happened.
- . If the incident warrants a police investigation all staff co-operate fully. In this case, the police will handle all aspects of the investigation, include the interviewing of staff. Social Services may be involved if it appears there is a child protection issue to address.
- . The incident is reported under RIDDOR arrangements and is recorded in the incident book; the Local Authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution. . OFSTED is informed.

Animals

- . Animals visiting the setting are free from disease and safe to be with children and do not pose a health risk.
- . Children wash their hands after contact with animals.
- . Parents and carers are informed prior to an animal being brought into the setting so that they may voice any concerns to the supervisor or a staff member. These concerns will be dealt with in a considered manner so that the child may still be included with the experience as much as possible, or so that alternative arrangements can be made (such as in the case of a severe allergy).

Fire safety

- . Fire doors are clearly marked, never obstructed and easily opened from inside.
- . Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- . Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
 - Clearly displayed in the premises;
 - Explained to new members of staff, volunteers and parents; and - Practised regularly at least once each term.
- . Records are kept of the fire drills and the servicing of fire safety equipment in the fire drill log.
- . Staffs are supplied with high visibility clothing to use in the event of an emergency evacuation. These are kept all together with the emergency rope and the fire drill log and these are all kept together in a bag beside the fire drill whistle.

First aid

All members of staff have paediatric first aid training and at least one supervisory member of staff is on the premises at all times.

The Manager or deputy will attend all visits and outings to ensure a high level of first aid assistance is there if needed.

. Our first aid kit:

- Complies with the Health and Safety (First Aid) Regulations 1981;
- Is checked every half term by our Deputy Manager and restocked as necessary, with a note of the last checked date made.
- Is easily accessible to adults; - Is kept out of reach of children.

At the time of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.

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.

Accident book

- . Is stored safely and accessibly but in a manner in which parents can only view records appropriate to their child upon request;
- . All staff and volunteers know where it is kept and how to complete it;
- . Is reviewed at least each term to identify any potential or actual hazards and is recorded on an accident/incident tally chart.

The accident / incident book records information about:

- . Name of child, date of birth,
- . Time and date of accident
- . Where the accident/incident happened .

What injuries occurred?

- . Treatment needed
- . What medical assistance was needed?
- . Witness and person who dealt with the accident/incident

This is shared with the parents/carers at the end of the session and is signed by them and their signature must be dated. Parents/carers are then given a copy for their records.

Ofsted is notified of any injury requiring treatment by a general practitioner or hospital doctor, or the death of a child or adult occurs.

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

Dealing with incidents

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

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

Incident book

- . We keep an incident book for recording incidents those that are reportable to the Health and Safety Executive as above.
- . The red Critical Incident and Trauma Management book should be referred to for the relevant procedures and contact numbers.
- . These incidents include:
 - Break in, burglary, theft of personal or the setting's property;
 - Fire, flood, gas leak or electrical failure;
 - Attack on a member of staff or parent on the premises or nearby;
 - Any racist incident involving staff or family on the premises; - Death of a child or member of staff; and - A terrorist attack or threat of one.
- . In the incident book we record the date and time of the incident, nature of the event, who it affected, what was done about it – or if it was reported to the police and if so, a crime number. Any follow up, or insurance claim made, should also be recorded.
- . In the unlikely event of a terrorist attack we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety Policy will be followed and staff will take charge of their key children. The incident is recorded when the threat is averted.
- . In the unlikely event of a child dying on the premises the emergency services are called and the advice of these services are followed.

Administration of medication

- . Only prescribed emergency medication may be administered. It must be in-date and prescribed for the child's current condition and taken home with the parents daily.
- . For long term medical conditions, such as serious allergies, febrile convulsions, asthma, eczema etc, parents are asked to keep a supply of the medication at the setting and to review this each term for date and quantity.
- . The pre-school will not administer paracetamol or ibuprofen.
- . Children taking prescribed medication must be well enough to attend the setting.
- . Children's prescribed medication is stored in their original container, is clearly labelled and is inaccessible to the children.

- . Parents give prior permission for the administration of each and every medication. This states the name of the child, name/s of parent(s), date the medication starts, name of illness/complaint, the name of the medication and prescribing doctor, the dose and times, or how and when the emergency medication is to be administered. These records are stored in the medication records folder.
- . The administration is recorded accurately each time it is given and is signed by staff. This record is then shown to and signed by the parent/carer on collection to avoid accidental overdose.
- . If the administration of prescribed medication requires medical/technical knowledge e.g. Epipens, insulin injections etc, individual training must be provided by a qualified health professional which is to be arranged by the parents prior to the child attending the setting. Training must be specific to the individual child concerned. . Medication will only be administered by the designated person who has received the relevant training as above.

Sun Protection

We provide throughout the year opportunities for outside play and activities. We are aware of the need to protect the children from the harmful effects of the sun's rays.

- . We ask all parents/carers to apply sun cream to all areas including the face before the children start the Session. If a parent/carer should forget, pre-school have a spare bottle of sun cream for the parent/carer to apply and if the parent /carer give written permission the pre-school staff can apply the cream. . The pre-school will supply hats and ensure the children wear them whilst outside.

Sickness

Our policy for the exclusion of ill or infectious children follows the guidelines for schools; a copy of the schools guidelines is available by request at the pre-school. This includes procedures for contacting parents, or other authorised adults, if a child becomes ill while in the setting.

- . Children with head lice are not excluded but must be treated to remedy the condition. A notice goes up to all parents asking if they could check their children's hair when a case of head lice is reported.
- . Parents are notified in a discreet and general manner if there is a case of head lice in the setting. Infected children are never referred to and their identities remain confidential.
- . If there has been a reported case of chicken pox or any other infectious diseases a notice will go up to inform all parents.
- . Good hygiene practice concerning the clearing of any spilled bodily fluids is carried out at all times.
- . Staff and children suffering from sickness and diarrhoea remain away from pre-school for a period of 48 hours. . Ofsted is notified of any infectious diseases that a qualified medical person considers is important.

Safety of adults

- . Adults are provided with guidance about safe storage, movement and lifting of large pieces of equipment within their induction
- . Risk assessments are carried out for adult duties such as moving, handling and storage etc.
- . When adults need to reach up to store equipment they 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 each term to identify any issues that need to be addressed.

Bad Weather Closure

- . The pre-school will follow the lead of St Faiths Primary School with regard to closure.
- . Parents will be advised to follow the Radio Norfolk school closures and if St Faiths Primary School is closed it is to be assumed that the pre-school will also close but this will be confirmed by the committee who will ring all parents to let them know if the pre-school is closed.
- . Where very cold weather is present but with no school closure the staff will monitor the internal temperature of the setting to ensure a minimum temperature of 16° is maintained to ensure the welfare and comfort of the staff and children.
- . In the event the weather has caused dangerous driving conditions for staff/parents/children to attend the pre-school the committee will make a decision whether the pre-school will close.

Records

In accordance with the welfare requirements we keep records of:

Adults

- . Names and addresses of all staff on the premises, including temporary staff who works with the children or who have substantial access to them;
- . Names and addresses of the owners or of all members of the management committee;
- . All records relating to the staff's employment with the setting, including application forms, references and results of DBS checks undertaken, training, health declaration and emergency contacts.

Children

- . Names, addresses and telephone numbers of parents and adults authorised to collect children from the setting;
 - . The names, addresses and telephone numbers of emergency contacts in case of children's illness or accident;
 - . The allergies, dietary requirements and illnesses of individual children; .
- The times of attendance of children, staff, volunteers and visitors;

- . Accidents and medicine administration records;
- . Consents for outings, administration of medication, emergency treatment; and Incidents.

In addition the following procedures and documentation in relation to health and safety are in place:

- : Safety Risk assessment.
 - . Record of visitors.
 - . Fire safety procedures.
 - . Fire safety records and certificates.
 - . Operational procedures for outings.
-
- . Administration of medication.
 - . Prior parental consent to administer medicine.
-
- . Record of the administration of medicines.
 - . Prior parental consent for emergency treatment.
 - . Accident record.
 - . Sick children.

. No smoking.

This policy was adopted on: 26/8/2016

Date to be reviewed: 26/8/2017

Supervisor signature:

Chairperson signature:



Policies and procedures

Accidental Injury or Sickness at Pre-school Policy

Statement of intent

It is our intention to ensure our setting is a healthy, safe, hygienic and pleasant place for the children, their families, staff, volunteers and visitors.

Aim

We aim to ensure that our Pre-school is healthy, safe and hygienic for all the children, parents, staff and volunteers that are using our services. We aim to achieve this with the implementation of our health and safety policy and procedures supported also by our safeguarding policy.

As part of our policies, we undertake full risk assessments in order to minimise as far as possible the risk of injury to all children and adults. We recognise that it is not always possible to totally eliminate a risk and therefore ensure precautions are taken to make all persons aware of how to avoid potential harm. There is also the possibility of a child or adult becoming unwell during the session even though they were in good health at the start of the session. In these cases we aim to provide the injured or unwell person, whether they are child or adult, with the best possible care whilst in the setting.

Methods

- . We remind parents and staff (including volunteers and visitors) of our health and safety policy which asks that children who are unwell for any reason remain absent from the Preschool until they are fully recovered or 48 hours if they have suffered from sickness or diarrhoea.
- . Should a child become unwell or injured during the session, then the following procedure is implemented: . The supervisor will designate a member of staff to care for the child or to provide first aid as required. The supervisor will also designate other staff to continue caring for the other children and adults within the session.
- . The supervisor will decide if further emergency medical assistance is required and will arrange for the ambulance to be called. Immediately afterwards, contact will be made with the child's parent, carer or emergency contact as indicated on the child's registration form. The pre-school will work down the list until contact has been made with an authorised adult. The supervisor will provide the medical assistance with any information necessary using the child's registration record, taking into account the parental consent to provide emergency treatment. This is also true should an adult be taken ill or injured (other than staff).
- . Should the child then have to go on to hospital, the supervisor will arrange with the staff for a staff member to continue with the child to hospital and for the remaining staff to continue to care for the other persons at the setting. Should the injured or unwell person be an adult it is expected that this will not be necessary. Children will not be left unaccompanied.
- . The supervisor may decide that the child or person does not require emergency assistance, and will then contact the parent/carers or emergency contact to collect the person and to take them to hospital or their GP.
- . The supervisor may decide that first aid has been sufficient or the person is recovered and may remain at the session for the duration. In this instance the parent or carer will be notified and advised of the situation and their wishes taken into consideration (if the person is a child). Whether the person is a child or an adult they will be closely monitored for a change in their condition or any additional problems.

. In every case, the details of the accident are recorded in the accident book along with the details of any first aid treatment. The parent/carers are required to sign this record and this may be important if they decide to seek further medical advice. The Preschool retains a copy of the record for insurance purposes. We also monitor events in our accident book to identify any patterns and potential problems so that we can continue to minimise the potential risks present in the setting.

. Should a member of staff become unwell or be injured during the session, then the procedure is slightly different as we then have to consider the continuity of the children's care at the setting whilst the incident is dealt with. The procedure is as follows:

- . A second first aid trained member of staff will offer the appropriate care and will decide if further medical attention is required urgently. Should this be the case then an ambulance will be called immediately.
- . The available member of supervisory staff still available will then continue to care for the children and will decide if the session can run or will have to be closed. If the injured or unwell person needs to return home and cannot continue working then the member of staff remaining in a supervisory position will then assume responsibility. They will also contact a member of the Committee to seek advice and help.
- . The Committee will contact the persons mentioned on the emergency contact form in the staff file for the staff member who is unwell. The Committee will also arrange to provide immediate on site assistance to the remaining staff so that the children continue to receive the best possible care.
- . The Committee will contact the parents and carers of the children present to inform them of the situation and to arrange for a suitable authorised adult to collect the child if necessary (should then session have to close).
- . At least two adults will remain caring for the children at any one time. This might include Committee members who may continue to care for the injured or unwell staff member whilst the remaining staff continue to care for the children.

Accidents to staff are also recorded in the accident book and a signed copy will remain with the staff member and a copy will be retained for our records.

Please see our other relevant policies:

- . Health and safety
- . Sickness policy
- . Staff and employment policy

This policy was adopted on: 26/8/2016

Date to be reviewed: 26/8/2017

Supervisor signature:

Chairperson signature:



Policies and procedures

No Smoking Policy

Statement of intent

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making [our/my] setting a no-smoking environment - both indoors and outdoors.

Aim

We aim to ensure that our setting is healthy and safe in order to benefit the children and staff, as well as any visitors and volunteers. Every person in our setting has the right to enjoy a smoke-free environment.

- . In accordance with new legislation smoking is not permitted anywhere in the pre-school areas or in the main Mission Rooms.
- . We do not permit smoking breaks during the session for staff, both paid and volunteers.
- . Staff, volunteers and visitors who wish to smoke may use only periods before, between or after official working hours in which to smoke.
- . All persons who wish to smoke are requested to do so off the premises. Premises end at the front door leading on to the pavement but we encourage them to smoke away from the setting.
- . Staff, visitors and volunteers are also reminded smoke can still be present in the exhaled breath for several minutes after the person has finished their cigarette and so are advised to time their smoking accordingly (not coming into close contact immediately after putting a cigarette out).
- . All persons wishing to smoke are reminded of the fire hazards presented by smoking and are to ensure that all items such as lighters, matches and cigarettes are stored with their personal belongings (this is away from the children's reach).
- . Staffs are at liberty to ask any person caught smoking on the premises to cease smoking immediately and to report these persons to the management staff and committee.
- . The pre-school reserves the right to ask any person, i.e. parents, to remain off the immediate premises should this person consistently refuse to comply with the policy.

This policy was adopted on: 26/8/2016

Date to be reviewed: 26/8/2017

Supervisor signature:

Chairperson signature:



Policies and procedures

Safer recruitment policy

At St Faith's pre-school we meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff and volunteers are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure and Barring Service (DBS) in accordance with statutory requirements.

Procedures

Vetting and staff selection

- . We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- . All our staffs have job descriptions, which set out their roles and responsibilities.
- . We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- . We follow the requirements of the Early Years Foundation Stage and Ofsted guidance on checking the suitability of all staff and volunteers who will have unsupervised access to children. This includes obtaining references and ensuring they have a satisfactory enhanced criminal records check with barred list(s) check through the DBS. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) and the Protection of Freedoms Act (2012) for the vetting and barring scheme.
- . Where an individual is subscribed to the DBS Update Service we carry out a status check of their DBS certificate, after checking their identity and viewing their original enhanced DBS certificate to ensure that it does not reveal any information that would affect their suitability for the post.
- . We keep all records relating to the employment of our staff and volunteers; in particular those demonstrating that suitability checks have been done, including the date of issue, name, proof of identity, Name of who checked the ID, type of DBS check and unique reference number from the DBS certificate, along with details of our suitability decision.
- . Our staff must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us and this will be recorded on our annual DBS declaration form.
- . Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated.

Recruitment process

- . All adverts highlight the importance of safeguarding children
- . All people wishing to apply for the position must complete our job application form which is sent via email or post to the applicant.
- . Once all of the applications forms have been received and the advert has ended. The chairperson and supervisor will look through all of the applications and shortlist the applicants using our interview grid. . We will then decide who we will interview and who will sit on the panel to score each applicant using our interview questions score sheet.

- . The committee will then send out letters to confirm if the applicant have been successful for an interview or on this occasion unsuccessful and we will thank them for their time and wish them the best for the future. . The successful applicants will be sent a letter asking them to attend an interview and the documents they will need to bring with them, e.g. evidence of qualifications and training attended, proof of ID and references. At the interview the panel will ask a serious of questions and score each applicant using our response indicator scores grid. At the end of the interview the score will be totalled up and the job offered to the applicant who scored the most points and is the most suitable for the position.
- . A letter will be sent to the unsuccessful applicants and the chairperson or supervisor will call the successful applicant to offer them the job.
- . If the applicant has not provided the references prior to the interview we will send a letter out to ask the nominated referee to fill in our reference forms and return to us as soon as possible. The new member of staff will not be allowed to work directly with the children on their own until these references have been received.

Notifying Ofsted of changes

- . We inform Ofsted of any changes to our Registered Person (owner(s) our provision) or our manager.

Training and staff development

- . Our manager and deputy hold the CACHE Level 3 Diploma for the Children and Young People's Workforce or an equivalent qualification and at least half of our other staff members hold the CACHE Level 2 Certificate for the Children and Young People's Workforce or an equivalent or higher qualification.
- . We provide our staff with induction training in the first week of their employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures are introduced within an induction plan.
- . We support the work of our staff by holding regular supervision meetings and appraisals.
- . We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Staff taking medication/other substances

- . If a member of staff is taking medication which may affect their ability to care for children, they must ensure that they seek further medical advice and inform the supervisor or committee chairperson as soon as possible. Our staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
- . Staff medication on the premises will be stored securely with the staff's belongings and placed in the kitchen storage cupboard which the children have no access to at anytime.
- . If we have reason to believe that a member of our staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.

Managing staff absences and contingency plans for emergencies

- . Our staffs take their holiday breaks when the setting is closed or when management authorises it. Where a staff member may need to take time off for any reason other than sick leave or training, this is agreed with our manager and chairperson with sufficient notice.
- . Where our staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- . Sick leave is monitored and action is taken where necessary, in accordance with the individual's contract of employment.
- . We ensure we have bank staff to cover staff sickness.

Please see related policies

- . Inclusion, equality and diversity policy
- . Staffing and recruitment policy
- . Safeguarding policy
- . Staff sickness and incapacity to work policy

This policy was adopted on: 26/8/2016

Date to be reviewed: 26/8/2017

Supervisor signature:

Chairperson signature:

Confidentiality and Freedom of Information Policy

Statement of intent

It is our intention to respect the privacy of children, their parents and carers, while ensuring that they access high quality early years care and education in our setting.

Aim

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.

Methods

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

1. Developmental records

- . These include observations of children in the setting, samples of their work, summary developmental reports and records of achievement.
- . They are usually kept in the pre-school and can be accessed and contributed to by staff, the child and the child's parents/carers.

2. Personal Records

- . These include registration and admission forms, signed consents, correspondence concerning the child or family, reports/minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
- . These confidential records are stored in a lockable file cabinet and are kept secure by the person in charge. . Parents have access, in accordance with the Freedom of Information Act, to the files and records of their own children but do not have access to information about any other child.
- . Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person and buddy system.

Other Records

- . Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personal decisions.
- . Any students in the setting, during induction are advised of our confidentiality policy and required to abide by it.

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



Policies and procedures

This policy was adopted on: 26/8/2016

Date to be reviewed: 26/8/2017

Supervisor signature:

Chairperson signature:

Data protection and freedom of information policy

Statement of intent

It is our intention to ensure that all records of personal data of applicants, employees, volunteers, parents and children are stored safely and destroyed in the relevant timeframes. All records on the children are accessible to their parents and carers in a confidential manner in accordance with the Freedom of Information Act 2000.

Aim

We aim to ensure that no personal details are passed on unless permission is given or the request has come from the person for which the information is relevant. Also to ensure that where records need to be stored for insurance/charity commission reasons they are stored securely.

We aim to ensure that all records kept on the children are made in a manner in which they can be shared with their parents and carers as fully as possible, but also in a confidential manner which prevents these records from being viewed by any other person who is not involved directly with the care and education of the child.

We also aim to ensure that these records cannot be used by any other source for an inappropriate reason, in order to comply with legislation regarding data protection. We use a variety of methods of taking records, which are:

- Written records, such as consent and registration forms, records of achievement, accident book entries etc.
- Digital images on the pre-school digital camera.
- Computer records such as session planning, funding records etc.

Method

. We ensure that all hard paper copies of any records are kept for the required period of time after use and after this they are destroyed by shredding.

- Interviewee details 3 months
- Ex staff 1 year
- Ex Pupils Destroyed after 7 years
- Old register Life of the charity
- Accident books 40 years (insurance purposes)
- Safeguarding incidents 75 years
- Looked after children records 75 years



Policies and procedures

- Child in need with social work team is 25 years

- . These documents and all current documents are stored in the lockable file cabinet at the setting.
- . Any items that are found to contain any data that may be considered sensitive will be destroyed if they are considered obsolete.
- . **Learning stories stay within the setting at all times unless the parent requests to take their child's home.**
- . All pictures taken on the pre-school digital camera are one of two types:
 - Those taken by staff to form part of the child's progress records
 - Those taken by the children themselves as part of an activity.
- . Any images downloaded onto the pre-school computer will be removed from the computer hard drive at the earliest opportunity so as to prevent them from being stored in this way for an inappropriate period of time. . Hard copies of any images will be stored with the appropriate child's records in the same way as any written records.
- . The memory card is only removed from the premises by the supervisor for the purpose of processing the Images and is always kept about her person and then returned safely to the locked filing cabinet within the setting.
- . Under no circumstances will any person be permitted access to the memory card with the exception of the staff and committee members (all of whom will have a sufficient DBS check).
- . Under no circumstances will the staff or committee members make copies of any images in this way without the written request of the parent and the written permission of any third parties involved.
- . Records kept on the computer for funding or for session planning are kept for the appropriate school year and are deleted from the computer after this point.
- . Records kept on the computer for this purpose include only the child's name, address and date of birth and no other information.
- . Parents are requested to give their permission for the use of digital devices for the use of data held on their child by completing the appropriate parental consent form.
- . Parents who object to this in any way will have their wishes taken into consideration.
- . Parents are not permitted to use their own digital recording devices within the session.
- . Prior to the commencement of any special event outside the normal setting, such as an outing or party, All parents will be asked for any objections to the use of digital devices before their use will be permitted. . Should any parent object then they will be banned for the duration, this includes the use of cameras, video recorders and mobile telephones with these capabilities, to record images of the children. If this is the case, then parents will be invited to take photographs or record a video of their child only and NO other children, at the end of the event.
- . Should no objections be raised then their use will be permitted for the duration of the event.
- . This policy also applies to any visitors to the setting.
- . Visitors and staff are not permitted to use any other devices to make digital records of the children.

This policy was adopted on:26/8/2016

Date to be reviewed:26/8/2017

Supervisor signature:

Chairperson signature:

Food and drink policy

Statement of intent

This setting regards snack and lunch times as an important part of the setting's session. Eating is a social activity for children and adults. These times provide opportunities to develop children's knowledge and understanding of healthy eating.

Aim

At snack time, we aim to provide nutritious food, which meets the children's individual dietary needs. We aim to meet the full requirements of the Welfare Requirements on Food and Drink.

- . Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences, including any allergies. This is recorded in the child's registration form prior to the child starting. . We regularly consult with parents to ensure that our records of their children's dietary needs – including any allergies – are up to date. Parents sign the up-dated record to signify that it is correct.
- . We implement systems to ensure that children receive only food and drink, which is consistent with their dietary needs and preferences as well as their parents' wishes. Information about individual children's dietary needs are recorded and stored with our snack time items. This way all staff and volunteers are fully informed whilst understanding the requirement to maintain confidentiality.
- . We display children's dietary information on our staff notice board in the kitchen alongside a picture of the child so staff can clearly see who has any specific dietary needs.
- . We inform parents of any special items that may be served at snack time, such as those that may coincide with a particular theme for the information of parents; this also ensures that these more unusual items do not conflict with the child's dietary needs and preferences.
- . We provide nutritious food at all snack times, avoiding large quantities of saturated fat, sugar, salt, artificial additives, preservatives and colourings.
- . We provide two main types of food at snack times;
 - . Dry snacks, such as crackers, breadsticks and oatcake biscuits (savory only); - Fruits and vegetables. .
- . We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- . 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 are now a nut free setting due to a child attending with severe allergies.
- . Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups, to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
- . We require staff to show sensitivity in providing for children's diets and allergies. Staff are not to use a



Policies and procedures

Child's diet or allergy as a label for the child or make a child feels singled out because of his/her diet or allergy. .
We organise snack times so that they are social occasions in which children and staff participate.

We use snack times to help the children to develop independence through making choices, serving food and drink and feeding themselves.

- . We provide children with utensils that are appropriate for their age and stage of development and that take account of the eating practices in their cultures.
- . We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the session.

- . In order to protect children with food allergies, we help the children to understand why they must not share or swap their food with one another.
- . For children who drink milk we have whole pasteurised milk.
- . Parent/carers are responsible for informing and updating the pre-school of any allergies their child has or may develop within their time at pre-school.
- . Parent/carers are responsible for informing and updating the pre-school of any dietary requirements their child has.
- . If children stay for lunch at the pre-school it is the parent/carers responsibility to provide a healthy lunch as we promote healthy eating at our setting.

This policy was adopted on: 26/8/2016

Date to be reviewed: 26/8/2017

Supervisor signature:

Chairperson signature:

Inclusion, Equality and diversity policy

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their individual, social, economic, ethnic, cultural or religious backgrounds and situations.

Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins; while others may be more removed from close kin, or may live with other relatives or foster carers. Some children have needs that arise from a disability, or may have parents that are affected by disability. Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We aim to:

- . Provide a secure environment in which all children can flourish and in which all contributions are valued;
- . Include and value the contribution of all families to our understanding of equality and diversity;
- . Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with special educational need and/or disabilities;
- . Keep up-to-date with our knowledge and understanding of issues of anti-discriminatory practice, promoting quality and valuing diversity; and
- . Making inclusion a thread that runs through all of the activities of the setting.

The legal framework for this policy is:

- . Race Relations Act 1976;
- . Race Relations Amendment Act 2000;



Policies and procedures

- . Sex Discrimination Act 1986;
- . Children Act 1989; and
- . Special Educational Needs and Disability Act 2001.

Admissions

Our setting is open to all members of the community.

- . We advertise our service.
- . We provide information in clear, concise language, whether in spoken or written form.
- . We are able to provide information in as many languages as possible as reflected by the social diversity of the local community.
- . We base our admissions policy on a fair system (see admissions policy).
- . We ensure that all parents are made aware of our equal opportunities policy.
- . We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of any potentially discriminating factors.
- . We do not discriminate against or refuse entry to a child with SEN and/or a disability.
- . We develop an action plan to ensure that people with SEN and/or disabilities can participate successfully in the services and curriculum offered by the setting.

- . We take action against any discriminatory behaviour displayed by persons within our setting. Displaying openly racist insignia, distribution of racist material, name calling or threatening behaviour are unacceptable on or around the premises and will be dealt with in an appropriate manner.

Employment

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

Training

- . We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- . We review our practices to ensure that we are fully implementing our policy for quality, diversity and inclusion.

Curriculum

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

The environment is as accessible as possible for all visitors and service users. If access to the setting is found to treat disabled children or adults less favourably, then we will make reasonable adjustments to accommodate the needs of disabled children and adults.

We do this by:

- . Making children feel valued and good about themselves and others;
- . Ensuring that children have equality of access to learning;
- . Undertaking an access audit to establish if the setting is accessible to all disabled children and adults; .
- Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- . making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys; .
- Positively reflecting the widest possible range of communities in the choice of resources;
- . Avoiding stereotypes or derogatory images in the selection of books or other visual materials; .
- Celebrating locally observed festivals;
- . Creating an environment of mutual respect and tolerance;
- . Differentiating the curriculum to meet children's special educational needs;
- . Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- . Ensuring that the curriculum offered is inclusive of children with special educational needs and disabled children;
- . Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- . Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Valuing diversity in families

- . We welcome the diversity of family lifestyles and work with all families.
 - . We encourage children to contribute stories of their everyday life to the setting.
 - . We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully. .
- For families who speak languages in addition to English, [we/I] will develop means to encourage their full inclusion.
- . We offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial support.

Food

- . We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met where ever possible.
- . 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.

Please see our related policies

Safer recruitment policy

Safeguarding policy

Staff sickness policy

Return to work policy

This policy was adopted on: 26/8/2016

Date to be reviewed: 26/8/2017

Supervisor signature:

Chairperson signature:



Policies and procedures

Return to work policy

Our aim

At St Faith's pre-school we are committed to help our employees return back to work and to ensure we support them fully in their job role.

We ensure that employees that have suffered ill health, injury or disability will be treated fairly, equally and consistently

Procedure

On returning to work, employees will be required to attend a return to work interview with their Manager to discuss their absence. The discussion will include information regarding:

- . Who the absence was reported to.
- . What time the absence was reported
- . The date of absence
- . How many days the employer was absent
- . The reason the employer was absent in as much detail as possible.
- . If the necessary medical certification has been presented, if the employer has had more than 5 days absent
- . Any adjustments that need to be made to help support the employee to fulfil their job role. . Any medication that needs to be declared that could affect their job role

This will all be recorded on a return to work form and placed into the staff member's confidential file.

If adjustments need to be made, the Manager will work closely with the employee to ensure these changes are made. For example:

- . Change of days of work
- . Change of hours of work
- . Lighter duties, which may include no lifting or operating heavy equipment
- . Change of responsibilities
- . More staff support

These adjustments will be reviewed weekly to see if the employee is fulfilling their job role or whether further support is needed.

Recording absences

All employees' absences will then be recorded on their individual staff absent forms and be monitored by the supervisor and chairperson to see if any action is required.

If the amount of time being taken off for illness is giving cause for concern, the manager will discuss this with employees at the return to work interview.

Continued Absence

If the absence is the consequence of an underlying medical condition then medical advice would be sought to identify any reasonable adjustments or support that the Pre-School can provide.

Disciplinary Action

Continued non-attendance may result in disciplinary action being taken if no underlying medical condition can be identified. This may be in the form of either verbal, first written or final written warning, and could ultimately lead to dismissal. As part of this process employees will be given the opportunity to improve their attendance.

Long-Term Absence

St Faith's Pre-School recognises that on occasion employees may be unable to attend work for extended periods due to ill-health; therefore any action taken will vary according to individual circumstances. Continuous absence of four weeks or more is considered to be long-term.

In this time it is the responsibility of the employee and manager to keep in touch with each other to keep up to date with the employee's well-being and for the supervisor to support them when necessary to return to work.

Resignation

At any time during this process an employee may choose to resign from their employment. They are required to give their contractual notice and any outstanding accrued holiday entitlement will be paid to them.

Sick pay

Statutory sick pay is paid after five consecutive days absent after a medical certificate has been obtained and received by the employer.

Medical Appointments

We prefer you to make appointments with your doctor, dentist or hospital outside working hours or at the beginning or the end of the working day. Where this is not possible, please speak to your Manager to agree a mutually convenient time, giving at least 48 hours notice. You will not be paid during any absence from work for doctor, dentist or hospital appointments.

A return to work interview will not be required for absences due to appointments.

Data Protection

All information relating to an individual's absence will be handled in line with Data Protection principles and will be used purely to carry out the management of their employment.

Please see related policies

- . Staffing and employment
- . Confidentiality and freedom of information
- . Data protection and freedom of information
- . Staff sickness and incapacity to work policy
- . Disciplinary and grievance policy

This policy was adopted on: 26/8/2016

Date to be reviewed: 26/8/2017

Supervisor signature:

Chairperson signature:



Policies and procedures

Key person policy

Statement of intent

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive and gives parents confidence in knowing their children are in a safe and happy learning environment.

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

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

Procedures

All children that attend our pre-school will be assigned a key person. The key person will:

- . Make themselves known to the parent/carer and the child on their first visit.
- . Offer unconditional regard for the child and being non-judgemental.
- . Work with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
- . Act as the key contact for the parents. The key person will always be made available for parents/carers to contact.

- . Develop records for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- . Have links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
- . Encourage positive relationships between children in her/his key group, spending time with them as a group each day.
- . The key person will support the child and monitor their learning and development through observations, assessment and record keeping, and will plan activities based on the child's needs and interests
- . All staff takes pride in getting to know the children well. When a key person does not work the exact days that their key child attends, the other staff will support that child.

Settling-in

- . Before a child starts to attend our setting, we use a variety of ways to provide his/her parents/carers with information. These include written information including our prospectus and policies.
- . When a parent/carer contacts the pre-school about their child starting, we invite them in to have a look around the setting and to meet the staff. On this visit we will provide the parent/carer with all the information they need about the pre-school and the admission forms.

- . Once the parent/carer informs us that they would like to start with us and returns the admission form. Until registration forms are returned and filed a child cannot be registered with the setting. The child will then be invited into the setting for two settling in sessions.
- . The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- . If the child needs extra support in settling in, the key person and parent/carer work together to support the child.
- . We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child; increasing this time as and when the child is able to cope. . Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re- settle them. The key person will always work together with the parent/carer to ensure their transition to pre-school is happy and positive for both of them.
- . When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- . If a child is very upset and distressed we will ask the parent to stay until the child is settled. Once the child is settled we will advise the parent to leave for a short period of time, but if that child becomes distressed again we will contact them to return. In all cases we will contact the parent to let them know how their child is to put their minds at ease as we understand this is an emotional time for them too.
- . Each term we will send home children's learning stories and speak to each parent/carer individually to let them know how their child's development is progressing.

The progress check at age two

- . The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance A Know How Guide: The EYFS progress check at age two.
- . The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.

- . Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- . The progress check will describe the actions that will be taken out by the key worker to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- . The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

Please see related policies
Settling in policy

This policy was adopted on: 26/8/2016

Date to be reviewed: 26/8/2017

Supervisor signature:

Chairperson signature:



Policies and procedures

Approved staff absences

Statement of intent

It is our intention to fulfil our obligations as employers and to make our setting a happy and decent place in which to work.

Aim

We aim to ensure that staff is treated fairly and equally. We recognise that staff has differing needs. We also intend to minimise the disruption that can be caused when staff need to take time off during session times.

Method

. It is of the utmost importance that staff inform the committee as soon as possible should they need to be absent for a session or number of sessions. This allows the committee time to arrange cover.

- . Employees receive five weeks and three days paid holiday per year and are paid this in agreement with the Committee. This ensures that the employee still receives pay during the holidays when the pre-school is closed.
- . It is not usually permitted for staff to take holidays during term time, unless the committee is in agreement and cover is available.
- . The proper procedure for applying for approved staff absence is set out below; failure to comply with this may be seen as a breach of terms and conditions and as such the employee will be subject to disciplinary action as deemed fit by the committee.

Procedure

- . The employee should inform a member of the committee as far in advance as possible, letting them know of the dates and the reason for the request by using the 'planned absence request form'
- . The committee will make a decision and inform the employee of the approval (or not) in a timely fashion and this decision will be based on the individual circumstances of the request.
- . An approval on one occasion may not be taken as an approval for any future occasions.
- . An approval for the absence of the staff by no means indicates an approval for pay during the absence.
- . The employee may complete their time sheet by writing approved absence as necessary.
- . If the decision is negative to either absence or pay during the absence (or both) the committee will provide the employee with the explanation for their decision. The employee will be expected to work as normal.
- . When the employee receives approval for their absence, they should inform the supervisor as soon as Possible. The committee will inform the supervisor of the covering arrangements they made for this time. .
- . All requests for absence will be treated as highly confidential and the committee will not disclose any such information to any other party including other employees.
- . Where there is a case of bad weather we take the lead from St Faiths Primary School with regard to closure (See Health & Safety Policy). If the pre-school remains open but a staff member is absent due to the bad weather (maybe affected by a different school closure) this will be approved absence (as long as the absence procedure is followed) and taken unpaid.

This policy was adopted on: 26/8/2016

Date to be reviewed: 26/8/2017

Supervisor signature:

Chairperson signature:

