

# Safeguarding children

## 1.1 Children's rights and entitlements

### Policy statement

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

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.2 Supporting every child	4.4 Personal, social and emotional development

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

To be **strong** means to be:

- **secure** in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on.
- **safe and valued** as individuals in their families and in relationships beyond the family, such as day care or school
- **self assured** and form a positive sense of themselves – including all aspects of their identity and heritage
- **included equally and belong** in early years settings and in community life
- **confident in abilities** and **proud** of their achievements
- **progressing optimally** in all aspects of their development and learning

- **to be part of a peer group** in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
- **to participate and be able to represent themselves** in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

To be **resilient** means to:

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

To be **listened to** means:

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

The above policy was adopted at

Chapel Lane Pre-School

Date Reviewed

February 2017

Reviewed

Libby Fothergill & Melonie Wilkes

Signed on behalf of the management committee



Name of signatory

Lucy Harber

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

Chairperson

## Safeguarding children

### 1.2 Safeguarding children and child protection

(Including managing allegations of abuse against a member of staff)

#### Policy statement

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

#### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	4.4 Personal, social and emotional development

#### Procedures

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

##### *Key commitment 1*

The Pre-School is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.

##### *Staff and volunteers*

- Our designated person (a member of staff) who co-ordinates child protection issues is:  
Libby Fothergill
- Our designated officer (a committee member) who oversees this work is:  
Melonie Wilks
- We ensure all staff and parents are made aware of our safeguarding policies and procedures.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Criminal Records Bureau before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

- We abide by Ofsted requirements in respect of references and Criminal Record Bureau checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised.
- We abide by the Protection of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

#### *Key commitment 2*

The Pre-School is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG 2006).

#### *Responding to suspicions of abuse*

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the manager who is acting as the 'designated person'. The information is stored in a locked file marked 'Safeguarding Concerns'
- We refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigation.
- If we believe a parent/carer is unfit to take a child, for example under the influence of drink or drugs, we will refer our concerns to the Local Safeguarding Children's Board.
- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.

#### *Recording suspicions of abuse and disclosures*

- Where a child makes comments to a member of staff that gives cause for concern (disclosure), observes signs or signals that gives cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect that member of staff:

- listens to the child, offers reassurance and gives assurance that she or he will take action;
- asks open ended questions
- makes a written record that forms an objective record of the observation or disclosure that includes:
  - the date and time of the observation or the disclosure;
  - the exact words spoken by the child as far as possible;
  - the name of the person to whom the concern was reported, with date and time
  - the names of any other person present at the time.

These records are signed and dated and kept in the locked file marked 'Safeguarding Concerns'

#### *Making a referral to the local authority social care team*

- A referral will be promptly made by telephone to Wokingham Borough Council Welfare Team

#### *Informing parents*

- Parents are normally the first point of contact.
- If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Safeguarding Children Board does not allow this as it could put the child at risk of further 'significant harm'
- This will usually be the case where the parent is the likely abuser. In these cases, the investigating officers will inform parents.

#### *Liaison with other agencies*

- We work within the Local Safeguarding Children Board guidelines.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.
- If a referral is to be made to the local authority social care department, we act within the area's Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.

#### *Allegations against staff*

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or working on the premises occupied by the setting, which may include an allegation of abuse.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff, or volunteer within the setting, or working on the premises occupied by the setting, has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.

- We refer any such complaint immediately to LADO. We also report any such alleged incident to Ofsted and what measures we have taken.
- Where the management committee and children's social care agree it is appropriate in the circumstances, the chairperson will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.

#### *Disciplinary action*

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

#### *Key commitment 3*

The Pre-School is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

#### *Training*

- All staff working at Chapel Lane complete Safeguarding Universal online training as a minimum requirement. We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- We visit our safeguarding procedures with all staff annually to ensure they all know the procedures for reporting and recording their concerns in the setting.

#### *Curriculum*

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

#### *Confidentiality*

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

### *Support to families*

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

### **Legal framework**

#### *Primary legislation*

- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)
- Safeguarding children & young people (2014)
- Working together to safeguard young children (2015)

#### *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
- Equalities Act (2006)
- Data Protection Act (1998) Non Statutory Guidance

### **Further Guidance**

- Working Together to Safeguard Children (revised HMG 2006)
- What to do if you're Worried a Child is Being Abused (HMG 2006)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)

- The Common Assessment Framework (2006)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Information Sharing: Practitioners' Guide (HMG 2006)
- Independent Safeguarding Authority: [www.isa.gov.org.uk](http://www.isa.gov.org.uk)

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Chapel Lane Pre-School

Date Reviewed

February 2017

Date to by

Libby Fothergill & Melonie Wilkes

Signed on behalf of the management committee



Name of signatory

Lucy Harber

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

Chairperson



# Safeguarding children

## 1.3 Looked after children

### Policy statement

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

Definition of 'Looked after Children' (LAC): *Children and young people become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most LAC will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).*

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

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

### Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others.
- We offer places for funded two year olds from 2 years and 9 months and 3 and 4 year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and has formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer we will continue to offer the placement for the child.

## EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Personal, social and emotional development

### Procedures

- The designated person for looked after children is the designated child protection co-ordinator- Libby Fothergill
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensures appropriate information is gained and shared.
- The setting recognises the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates and the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider such issues for the child as:
  - the child's emotional needs and how they are to be met;
  - how any emotional issues and problems that affect behaviour are to be managed;
  - the child's sense of self, culture, language/s and identity – how this is to be supported;
  - the child's need for sociability and friendship;
  - the child's interests and abilities and possible learning journey pathway; and
  - how any special needs will be supported.

- In addition, the care plan will also consider:
  - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
  - what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the setting, when, where and what form the contact will take will be discussed and agreed;
  - what written reporting is required;
  - wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning; and
  - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun-days etc. alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a relationship with his or her key person sufficient to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage 6 areas of learning.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- Transition to school will be handled sensitively and the designated person and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

## Further guidance

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

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Reviewed by

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Signed on behalf of the management committee



Name of signatory

Lucy Harber

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

Chairperson

# Safeguarding Children

## 1.4 Confidentiality and client access to records

### Policy statement

Definition: *'Confidential information is information of some sensitivity, which is not already lawfully in the public domain or readily available from another public source, and which has been shared in a relationship where the person giving the information understood it would not be shared with others.'* (Information Sharing: Practitioners' Guide)

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

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	

### Confidentiality procedures

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

- We keep all records securely (see our record keeping procedures).

### **Client access to records procedures**

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

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the manager.
- The manager informs the chairperson of the management committee and sends a written acknowledgement.
- The setting commits to providing access within 14 days, although this may be extended.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
- 'Third parties' include all family members who may be referred to in the records.
- It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The setting manager and chairperson of the management committee go through the file and remove any information which a third party has refused consent to disclose.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the setting manager, so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

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

### **Legal framework**

- Data Protection Act 1998
- Human Rights Act 1998

### **Further guidance**

- Information Sharing: Practitioners' Guide (HMG 2006)  
[www.everychildmatters.gov.uk/ files/ACB1BA35C20D4C42A1FE6F9133A7C614.pdf](http://www.everychildmatters.gov.uk/files/ACB1BA35C20D4C42A1FE6F9133A7C614.pdf)

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Chairperson

## Safeguarding children

### 1.5 Information sharing

“Practitioners need to understand their organisation’s position and commitment to information sharing. They need to have confidence in the continued support of their organisation where they have used their professional judgement and shared information professionally.”

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

#### Policy statement

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

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

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

The decision should never be made as an individual, the criteria are:

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

#### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	

#### Procedures

The Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately. Our policy and procedures on information sharing provide guidance to appropriate sharing of information with external agencies.



We are committed to being...

Open and honest, explaining to families how, when and why information will be shared about them and with whom. We always seek consent to share information, unless it puts the child at risk or undermines a criminal investigation.

In our setting we ensure:

- Parents receive information about our information sharing policy when starting their child in the setting and they sign a form to say that they *understand* circumstances when information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult. This is on our registration form;
- Parents have information about our Safeguarding Children and Child Protection policy; and have information about the circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
- We share with consent where appropriate.

In our setting we:

- record concerns and discuss these with the setting's *designated person and/or designated officer* from the management committee for child protection matters. Record decisions made and the reasons why information will be shared and to whom; and
- follow the procedures for reporting concerns and record keeping.
- ensure that information shared is accurate and up-to-date, necessary for the purpose it is being shared for, shared only with those who need to know and shared securely.
- Our Child Protection procedure and Record Keeping procedure set out how and where information should be recorded and what information should be shared with another agency when making a referral.
- We enable a two-way flow of information with parents, carers and other providers, if a child is attending more than one setting.
- If requested, we will incorporate parents and/or carer comments into the child's records.
- Information will be shared with the local authority and health officials, enabling us to get the appropriate support.
- Information is shared with the local authority to meet the requirements of the Early Years funding.

### *Consent*

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

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- Parents sign a form at registration to say they understand and consent to information sharing.

We consider the following questions when we need to share:

- Is there legitimate purpose to sharing the information?
- Does the information enable the person to be identified?
- Is the information confidential? Do you have consent to share?
- Is there a statutory duty or court order to share information?
- If consent is refused, or there are good reasons not to seek consent, is there sufficient public interest to share information?
- Have you properly recorded your decision?

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 also see our Safeguarding Children and Child Protection policy.

### Legal framework

- Data Protection Act 1998
- Human Rights Act 1998

### Further guidance

- Information Sharing: Guidance for Practitioners and Managers  
[www.everychildmatters.gov.uk/\\_files/116ABBC875E8FEE7BC1E03F534A1EFAA.pdf](http://www.everychildmatters.gov.uk/_files/116ABBC875E8FEE7BC1E03F534A1EFAA.pdf)

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Chairperson

# Safeguarding Children

## 1.6 Uncollected child

### Policy statement

In the event that a child is not collected by an authorised adult at the end of a session/day, the setting puts into practice agreed procedures. We will ensure that the child receives a high standard of care in order to cause as little distress as possible.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.4 The wider context	

### Procedures

- Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:
  - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
  - Place of work, address and landline/mobile number (if applicable).
  - Names, addresses, telephone numbers of adults who are authorised to collect their child
  - The person/s who have parental responsibility for the child.
  - Information about any person who does not have legal access to the child.
- On occasions when parents are unable to collect their child and inform us of this we record the name of the person collecting on a sheet at front door.

If a child is not collected at the end of the session/day, we follow the following procedures:

- Parents/carers are contacted at home or at work.
- If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting - and whose telephone numbers are recorded on the registration form - are contacted.
- The child does not leave the premises with anyone other than those named on the registration form or in their file.
- If no-one collects the child after 15 minutes and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
- We contact our local authority children's social services care team:

0118 9088002

(telephone number)

- The child stays at setting with two members of staff until they are collected either by the parents or by a social care worker.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- Ofsted may be informed

The above policy was adopted at

Chapel Lane Pre-School

Date Reviewed

February 2017

Reviewed by

Libby Fothergill & Melonie Wilkes

Signed on behalf of the management committee



Name of signatory

Lucy Harber

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

Chairperson

# Safeguarding Children

## 1.7 Missing child

### Policy statement

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

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.4 The wider context	

### Procedures

#### *Child going missing on the premises*

- As soon as it is noticed that a child is missing the key person/staff alerts the manager.
- The manager 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.
- If the child is not found, the parent is contacted and the missing child is reported to the police.
- The manager talks to the staff to find out when and where the child was last seen and records this.
- The manager contacts the chairperson and reports the incident. The chairperson, with the management committee, (or proprietor) carries out an investigation and may come to the setting immediately.

#### *Child going missing on an outing*

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

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that
- The manager is contacted immediately and the incident is reported
- The manager contacts the police and reports the child as missing
- The manager contacts the parent
- Staff take the remaining children back to the setting

- The manager contacts the chairperson and reports the incident

*The investigation*

- The manager together with the chairperson or representative from the management committee or owner, speaks with the parent(s).
- The chairperson and management committee carry out a full investigation which is recorded
- If necessary the incident is reported under RIDDOR arrangements; the local authority may want to investigate and will decide if there is a case for prosecution.
- Ofsted is informed.
- The insurance provider is informed.

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Chairperson

# Safeguarding children

## 1.8 Supervision of children on outings and visits

### Policy statement

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

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.3 The learning environment	4.2 Active learning

### Procedures

- Parents sign a general consent on registration for their children to be taken to specific local venues used regularly
- There is a risk assessment for each venue
- Parents are always asked to sign specific consent forms before major outings.
- A risk assessment is carried out before an outing takes place.
- All risk assessments are made available for parents on request.
- On outings our adult to child ratio is higher than usual but is dependent on their age, sensibility and type of venue as specified in the EYFS framework
- Outings are recorded and the record is left in preschool stating:
  - The date and time
  - The venue and mode of transport\*
  - Names of staff assigned to named children.
  - Time of return.
  - Staff must take a mobile phone, first aid pack, and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
  - Staff take a list of children with them with contact numbers of parents/carers

\*vehicles and drivers used for transporting children must be adequately insured.

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Chairperson



## Safeguarding children

### 1.9 Maintaining children's safety and security on premises

#### Policy statement

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us. The responsibility for the children by staff commences when the child and parent/carer enter the setting through the inner doorway into the hall. Responsibility of the staff ends when the parent/carer leaves through the inner door with the child.

#### EYFS key themes and commitments

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
1.3 Keeping safe	2.2 Parents as partners		

#### Procedures

##### *Children's personal safety*

- We ensure all staff and committee members have been checked for criminal records by an enhanced disclosure from the Criminal Records Bureau.
- Children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.

##### *Security*

- Systems are in place for the safe arrival and departure of children.
- The children's arrivals and departures are recorded.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
- The personal possessions of staff and volunteers are securely stored during sessions.

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Chairperson

## Safeguarding children

### 1.10 Making a complaint

#### Policy statement

Our setting believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result.

#### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other 2.2 Parents as partners	3.2 Supporting every child 3.4 The wider context	

#### Procedures

All settings are required to keep a 'summary log' of all complaints that reach stage two or beyond. This is to be made available to parents as well as to Ofsted inspectors

#### *Making a complaint*

##### Stage 1

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

##### Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the manager and the owner or chair of the management committee.
- The setting stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the manager may wish to store all information relating to the investigation in a separate file designated for this complaint.
- Parents must be informed of the outcome of the investigation within 28 days of making the complaint.

- When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

### Stage 3

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

### Stage 4

- If at the stage three meeting the parent and setting cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice.
- Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with the setting personnel (manager and owner/chair of the management committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

### Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent, the manager and the owner/chair of the management committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

### *The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Local Safeguarding Children Board*

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve

Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements of the Early Years Foundation Stage are adhered to.

- The number to call Ofsted with regard to a complaint is:

0300 123 4666

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- These details are displayed on our setting's notice board.
- If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board in our local authority.
- In these cases, both the parent and setting are informed and the manager works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

#### *Records*

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

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Signed on behalf of the management committee



Name of signatory

Lucy Harber

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

Chairperson

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## 1.10.1 Whistleblowing

### Policy Statement

It is our intention that staff working at Chapel Lane Pre-school feel confident about coming forward and reporting any issues/concerns that they may have regarding the areas documented below, whilst remaining protected from any subsequent discrimination.

Our aim is to

- Ensure staff understand their responsibilities and feel confident in raising and reporting any concern at the earliest opportunity
- Provide avenues for staff to raise concerns and receive feedback on any action taken
- Ensure that staff receive a response to their concerns and that they are aware of how to pursue them if they are not satisfied
- Reassure staff that they will be protected from possible reprisals or victimisation if they have made any disclosures in good faith

### EYFS key themes and commitments

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
<b>1.3 Keeping Safe</b>	<b>2.1 Respecting each other</b>	<b>3.4 The wider context</b>	<b>4.4 Personal, social and emotional development</b>

### Procedures

What should be reported?

- The inappropriate treatment or care of a child
- Any breach in the behaviour of manager, staff, student or volunteer
- Discrimination
- Concerns that could impact on the health and safety of the children or adults

Procedures:

- The incident will be investigated by the manager and the management Committee informed of the concern and investigation.
- If appropriate it will be referred and put through established Safeguarding children procedures and may form the subject of an independent inquiry

- Within ten working days of a concern being raised, the member of staff will receive in writing:
  - Acknowledgment that the concern has been received
  - Information on whether any further investigation will take place and if not, why not.
- Should no further action be taken the member of staff must be advised that they can appeal this decision by firstly taking the concern to the management committee where it will be investigated by two members.
- Confidentiality – will be maintained and every effort will be made not to reveal a member of staff's identity if they so wish. If however a member of staff makes an allegation frivolously maliciously or for personal gain, appropriate action, that could include disciplinary action, may be taken.
- Staff will be kept informed, of the progress and outcome of any investigation to assure that any disclosure has been properly addressed unless legal reasons determine otherwise.

### Legal framework

The Public Interest Disclosure Act 1998 seeks to protect employees from discrimination as a result of 'blowing the whistle' on their organisation, or individuals within it, through amendments to employment law.

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Name of signatory

Lucy Harber

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Chairperson

## Safeguarding children

### 1.10.2 Social Networking

#### Policy Statement

Social media, professional networking sites, rapid-fire communications, blog sites and personal websites are useful technologies. Every employee has the opportunity to express and communicate on line in many ways. Chapel Lane Preschool does not discourage an online presence, but stresses that each staff member must not make any reference to Chapel Lane Preschool in line with the confidentiality policy and agreement form signed by all staff.

The policy includes (but is not limited to) the following technologies:

- Personal Blogs
- MySpace
- Twitter
- Personal Websites
- Facebook
- Digg

#### EYFS key themes and commitments

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
<b>1.3 Keeping safe</b>	<b>2.1 Respecting each other</b>	<b>3.4 The wider context</b>	<b>4.4 Personal, social and emotional development</b>

#### Procedures

- At no time must a post be made in reference to any children, parent or other professional an employee comes into contact with through work
- No photographs or materials should be published identifying the setting or children
- Any picture of another staff member may only be used with the express permission of the staff member concerned
- Any member of staff found to be posting remarks or comments that breach confidentiality and/or are deemed to be of a detrimental nature to Chapel Lane Preschool or its employees may face disciplinary action in line with disciplinary procedures.
- Any member of staff found to be posting or publishing photographs of the setting, children or another staff member unless staff permission has been gained may face disciplinary action in line with disciplinary procedures.

#### Guidelines in social networking practices

Staff are encouraged to follow the practices shown below:

- Remember no information sent over the internet is totally secure and therefore if you do not wish for the information to become public, refrain from using a social networking site
- Even though you may consider that you are anonymous or are using an alias you may be recognized
- Maintain professionalism, honesty and respect
- Apply a good judgment test when relating to Chapel Lane Pre School:
  - Could you be guilty of leaking information or discussing confidential information
  - Is it negative commentary regarding Chapel Lane Pre School or an employee
- Activity showing good judgment would include:
  - Statements of fact about Chapel Lane Pre School
  - Facts that are already public information
  - Details that are available on Chapel Lane Pre Schools website

If any employee becomes aware of a social networking activity that could be deemed distasteful or damaging to Chapel Lane Pre School contact the Manager or Chairperson.

#### **Use of company assets**

The use of company assets (Computers, Internet, E-mail etc.) is intended for purposes relevant to the responsibilities assigned to each employee. Social networking sites are not deemed a requirement for the most positions.

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Chairperson



# Safeguarding Children

## 1.10.3 Mobile Phones

### Policy Statement

To ensure the safety and welfare of children in our care we operate a personal mobile phone usage policy, which stipulates the procedures to be followed when children are on the premises. Our policy applies to all staff members and any visitors.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other	3.4 The wider context	4.4 Personal, social and emotional development

### Procedures

- Members of staff must keep their mobile phones in the office with their personal belongings at all times while children are in the setting
- Staff mobile phones may be left on, however personal telephone calls may only be made or received with the prior consent of the manager.
- When on an outing with the manager or deputy manager will hold a mobile phone to be used in the case of an emergency
- Visitors must leave their mobile phones in the office
- At no time must the camera on a mobile phone be used to take photographs

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Chairperson

# Safeguarding children

## 1.10.4 Visitors to the setting

### Policy Statement

When receiving visitors we aim to ensure any disruption to the children is kept to a minimum and they remain our priority.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	4.4 Personal, social and emotional development

### Procedures

- Visitors must sign the visitors book with their name, date, time of arrival/departure
- Visitors will be shown the 'safeguarding guideline' & informed about the use of mobile phones
- All visitors must show identification if appropriate.
- Visitors must be supervised by a member of staff at all times.
- No visitor will be left alone with the children at any time or accompany children to the toilet.
- Where possible visits will be made in advance by appointment.
- Prospective children and parents are welcomed to visit the pre-school.
- We have the right to refuse an individual entry to the setting and will do so if we are unsure or the purpose of their visit

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Name of signatory

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

Chairperson

## **Safeguarding children**

### **1.10.5 E-Safety Policy**

#### **Policy statement**

In today's society, children, young people and adults interact with technologies such as mobile phones, games consoles and the Internet on a daily basis and experience a wide range of opportunities, attitudes and situations. The exchange of ideas, social interaction and learning opportunities involved are greatly beneficial to all, but can occasionally place children, young people and adults in danger. E-Safety covers issues relating to children and young people as well as adults and their safe use of the Internet, mobile phones and other electronic communications technologies, both in and out of pre-school. It includes education for all members of the school community on risks and responsibilities and is part of the 'duty of care' which applies to everyone working with children.

#### **Internet use at Preschool**

We use the internet at for two reasons:

- For administration, staffing and educational research purposes. The preschool computer (password protected) has access to the internet but is only used by staff the children do not have access to this computer.
- Preschool iPads are primarily for adult use. On occasions children may use them with a member of staff in a group activity with an adult to use a 'learning app' or view their learning journey.

#### **Benefits of using the Internet at preschool include:**

- Professional development for staff through access to national developments, educational materials and effective curriculum practice;
- Collaboration across networks of pre-schools, support services and professional associations;
- Exchange of curriculum and administration data with WBC.

#### **Information systems security**

- Security of the preschool information systems and users will be reviewed regularly.
- Virus protection will be updated regularly.
- Files held on the school's network will be regularly checked.
- The use of user login and password to access the preschool file systems will be enforced.

#### **Management of Email**

- Staff will only use official preschool provided email accounts to communicate with parents/carers.
- Staff should not use personal e-mail accounts during school hours or for professional purposes.

#### **Management of the Pre-school Internet Site**

- The preschool website is managed by our administrator overseen by the committee and manager.
- The preschool administrator is responsible for updating the website.
- The preschool manager and chair of committee takes overall editorial responsibility for online content published by the preschool and will ensure that content published is accurate and appropriate.

### Use of Photo's online

- Images that include pupils will be selected carefully and will not provide material that could be reused.
- Pupils' full names will not be used anywhere on the website, particularly in association with photographs.
- Written permission from parents or carers will be obtained before images of pupils are electronically published.
- Written consent will be kept by the school where pupils' images are used for publicity purposes, until the image is no longer in use. Please also refer to our Use of Mobile Phones and Camera Policy for more information.

### Protection of Personal Data

- The quantity and variety of data held on pupils, families and on staff is expanding quickly. While this data can be very useful in improving services, data could be mishandled, stolen or misused.
- Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.
- Please refer to our Record Keeping Policy for more information.

This policy needs to be read alongside the following policies:

Mobile Phones

Social Media

Safeguarding

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Date Reviewed

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February 2017

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Libby Fothergill & Melonie Wilkes

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Signed on behalf of the management committee



Name of signatory

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Lucy Harber

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

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Chairperson

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## Safeguarding children

### 1.10.6 Preventing Extremism and Radicalisation Policy

#### Policy statement

We are committed to providing a secure environment for children, where they feel safe and are kept safe. All adults in our setting recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

In adhering to this policy, all staff, including visiting staff, volunteers, students on placement and visitors will contribute to our setting's delivery of the outcomes for all children, as set out in s10 (2) of the Children Act 2004<sup>1</sup>.

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within the overall arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out in Ofsted's Common Inspection Framework, 2015, Inspecting safeguarding in early years, education and skills from September 2015, Safeguarding children and young people and young vulnerable adults' policy, July 2015 and Statutory framework for the early years' foundation stage, 2014.

Our setting's Preventing Extremism and Radicalisation Policy also draws upon:

- Keeping Children Safe in Education, 2014, DfE
- Counter-terrorism and Security Act, 2015
- Guidance to the Prevent Duty, DfE
- Protecting children from radicalisation: the prevent duty; July 2015
- Prevent: Resources Guide, DfE
- Social Media Guidance, July 2015,
- Tackling Extremism in the UK, DfE
- Equality Act 2010 and guidance on its implementation
- Peter Clarke's Report into allegations concerning Birmingham schools, July 2014.

#### Ethos and Practice

When adhering to this policy we use the following accepted Governmental definition of extremism which is:

***'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.***

- There is no place for extremist views of any kind in our setting, whether from internal sources –children, staff or management, or external sources - school community, external agencies or individuals. The children see our setting as a safe place where they can ask questions about the world and where our staff encourage and facilitate these opportunities.
- As a setting we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our children.
- We aim to provide a broad and balanced early years curriculum, delivered by skilled professionals, so that our children understand and become tolerant of difference and diversity and also to ensure that they thrive and feel valued and respected as individuals.
- Children can be exposed to extremist influences or prejudiced views from an early age which originate from a variety of sources and media, including via the internet. There may be times when children may reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.
- Any prejudice, discrimination or extremist views, including derogatory language, displayed by children or staff will always be challenged and where appropriate supported through discussion with children and their families and the Code of Conduct for staff.
- Where misconduct by a member of staff is proven the matter will be referred to the Local Authority.

As part of wider safeguarding responsibilities setting staff will be alert to:

- Disclosures by children of their exposure to the extremist actions, views or materials of others outside of the setting, such as in their homes or community groups.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Children exposed to extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Local authority services, and police reports of issues affecting children in other schools or settings
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Our setting will closely follow any locally agreed procedure as set out by the Local Authority and /or the Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

## **Teaching Approaches**

- We will ensure our teaching approaches help children to build resilience to extremism and give them a positive sense of identity through Personal, Social and Emotional development and the promotion of critical thinking. We will aim to ensure that all our staff are equipped to recognise extremism and are skilled and confident enough to challenge it in a way appropriate to the child's age and level of development.
- We will facilitate a 'safe place' for children to speak confidently and openly about any worries or concerns they may have concerning their safety and will equip our children with the appropriate skills to become self-assured young people.
- This approach will be embedded within the ethos of our setting so that children know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution.
- We will work with local partners, families and communities in our efforts to ensure our setting understands and embraces our local context and values in challenging extremist views and to assist in the broadening of children's experiences. We will help support children who may be vulnerable to such influences as part of our wider safeguarding responsibilities and in such instances seek external support from the Local Authority and/or local partnership structures working to prevent extremism.
- At our setting we will promote the values of democracy, the rules of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage children to respect one another and to respect and tolerate difference, especially those of a different faith or no faith.

## **Whistle Blowing**

- Where there are concerns of extremism or radicalisation children and staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. Please refer to our setting's Whistle Blowing Policy.

## **Safeguarding**

- Staff at our setting will be alert to the fact that whilst extremism and radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; staff may be aware of information about a child's family related to extremism that may place a child at risk of harm Therefore all adults working in our setting (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Lead Safeguarding Practitioner or setting Manager.

## **Role of the Lead Safeguarding Practitioner**

The Lead Safeguarding Practitioner is: Libby Fothergill

In line with Recommendation 2 of Peter Clarke's Report; in Chapel Lane Preschool the role of the Lead Safeguarding Practitioner will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

## **Training**

- Training on Safeguarding and Child Protection will be organised for staff and management at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and the Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.
- The Lead Safeguarding Practitioner will attend training courses as necessary and the appropriate inter-agency training organised by the Safeguarding Children Board at least safeguarding implications.
- All staff complete the online PREVENT training

## **Recruitment**

- The arrangements for recruiting all staff, permanent and volunteers will follow LA guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.
- Safer recruitment best practice principles and sound employment practice will be applied and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our setting so as to unduly influence our setting's character and ethos. We are aware that such persons seek to limit the opportunities for our children thereby rendering them vulnerable to extremist views and radicalisation as a consequence.
- By adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our setting and staff team we will minimise the opportunities for extremist views to prevail.

## **Policy Adoption, Monitoring and Review**

This policy was considered and adopted by Chapel Lane Preschool in line with their overall duty to safeguard and promote the welfare of children as set out in the DFEE guidance 'Keeping Children Safe in Education'

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the setting website. The effectiveness of this policy will be evaluated by monitoring the staff



group's understanding and application of the procedures within this policy as their overall duty to safeguard children.

The above policy was adopted at

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Date Reviewed

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Reviewed by

Libby Fothergill & Melonie Wilkes

Signed on behalf of the management committee



Name of signatory

Lucy Harber

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

Chairperson

# Equality of opportunity

## 1.11 Valuing diversity and promoting equality

### Policy statement

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- Apply our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; make inclusion a thread that runs through all of the activities of the setting.
- Ensure all activities are inclusive for all children’s abilities and needs

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Areas of learning and development

### Procedures

### Admissions

Our setting is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.

- We provide information in clear, concise language, whether in spoken or written form.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, the travelling community or an asylum seeker.
- We do not refuse a child entry or discriminate against a child relating to a disability
- We develop an action care plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

### *Employment*

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

### **Training**

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

### **Curriculum**

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as equality and diversity of others. It encourages children to empathise and to begin to develop their personal, social and emotional development.

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

- making children feel valued and positive about themselves;
- ensuring that children have equality of access to learning.
- undertaking an access audit to establish if the setting is accessible to all children;
- Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments.
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills, abilities, interests and independence.
- 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 festivals of individual children.
- Creating an environment of mutual respect and tolerance.
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities.
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning.
- 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 parents/carers to take part in the life of the setting and to contribute when able.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

### **Food**

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.

- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

#### *Monitoring and reviewing*

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

#### **Legal framework**

- The Equality Act 2006
- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976,1986
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001

The above policy was adopted at

Chapel Lane Pre-School

Date Reviewed

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November 2016

Reviewed By

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Jane Andrews

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Signed on behalf of the management committee



Name of signatory

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Lucy Harber

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

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Chairperson

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# Equality of opportunity

## 1.12 Supporting children with special educational needs

### Policy statement

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

- We have regard for the DfES Special Educational Needs Code of Practice (2001).
- We have regard for the SEND code of practice: 0-25years (2014)
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking

### Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is  
Jane Andrews
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.

- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We raise awareness of any specialism the setting has to offer in our local offer.
- We have a system in place to give parents extra support by referring them to Children's and Young People Integrated Therapies Toolkit CYIPP for information and advice and SENDIASS – Special educational needs and disability information advice and support
- We have the support of an early year's inclusion advisor linked to our preschool.
- We support the transition of SEN children into and out of our preschool to other settings through meetings and careful planning.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual learning plans (ILPs) for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the Statementing process.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources to implement our Special Educational Needs Policy.
- We provide in-service training for our practitioners to support additional needs.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.

- We monitor and review our policy annually.

The above policy was adopted at

Chapel Lane Pre-School

Date Reviewed

November 2016

Reviewed By

Jane Andrews

Signed on behalf of the management committee



Name of signatory

Lucy Harber

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

Chairperson



# Equality of opportunity

## 1.13 Achieving positive behaviour

### Policy statement

Our setting believes that children develop best when their personal, social and emotional needs are met and where there are clear routines and boundaries for which to encourage positive behaviour in a secure, stimulating environment

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is developed through support, encouragement, teaching and being a good role model. We achieve positive and considerate behaviour through personal, social and emotional development

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe	2.2 Parents as partners 2.3 Supporting learning	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

### Procedures

We have a named person Libby Fothergill who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

- We require the named person to:
  - keep her/himself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
  - access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development ; and
  - check that all staff have relevant in-service training on promoting positive behaviour
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.

- 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.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour. We work with parents to address recurring behaviour, using our ABC observation records to help us to understand the cause and to decide jointly how to respond appropriately.

#### *Strategies with children who engage in inconsiderate behaviour*

- We require all staff, volunteers and students to consistently use positive strategies for handling any inappropriate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development.
- We acknowledge positive behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inappropriate behaviour, but support these actions to encourage positive and acceptable behaviour
- We help young children develop pro-social behaviour, such as resolving conflict.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through building safe and secure relationships

#### *Hurtful behaviour*

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings according to individual understanding and age

- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- When hurtful behaviour occurs we may use strategies such as removing them from the group or activity, use of a sand timer as appropriate to allow 'calming down' time and sitting with an adult for 'thinking time'. Strategies will be chosen depending on the needs and emotional development of the child and the nature of the behaviour.
- We use physical restraint as a last measure, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. 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 manager and are recorded in the child's personal file. The child's parent is informed on the same day.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together using strategies.
- If necessary we use the Code of Practice to support the child and family, making the appropriate referrals to a EYIA Behaviour Support Team where necessary.

#### *Children under three years*

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

#### *Rough and tumble play and fantasy aggression*

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

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

The above policy was adopted at

Chapel Lane Pre-School

Date Reviewed

November 2016

Reviewed By

Jane Andrews

Signed on behalf of the management committee



Name of signatory

Lucy Harber

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

Chairperson

# Promoting health and hygiene

## 1.14 Animals in the setting

### Policy Statement

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

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and well-being	2.3 Supporting learning	3.3 The learning environment	4.1 Play and exploration 4.4 Knowledge and understanding of the world

### Procedures

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

- If animals or creatures are brought in by visitors to show the children they are the responsibility of the owner.
- The owner and manager discuss the visit and carry out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

#### *Visits to farms*

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

### Legal framework

- The Management of Health and Safety at Work Regulations 1999  
[www.opsi.gov.uk/SI/si1999/19993242.htm](http://www.opsi.gov.uk/SI/si1999/19993242.htm)

### Further guidance

- *Health and Safety Regulation...a short guide* (HSE 2003)  
[www.hse.gov.uk/pubns/hsc13.pdf](http://www.hse.gov.uk/pubns/hsc13.pdf)

The above policy was adopted at

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Name of signatory

Lucy Harber

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

Chairperson

# Promoting health and hygiene

## 1.15 Administering medicines

### Policy statement

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

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

These procedures are written in line with current guidance in 'Managing Medicines in Schools and Early Years Settings'; the manager is responsible for ensuring all staff understand and follow these procedures.

All staff are responsible for the correct administration of medication to children.

This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. The manager is responsible for the overseeing of administering medication

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child	

### Procedures

- Children taking any medication must be well enough to attend the setting.
- Prescribed medication is administered. It must be in-date and prescribed for the current condition with dosage information on the medication
- Only the dose specified on the medication will be given
- Children's prescribed medicines are stored in their original containers, are clearly labelled by the pharmacy and are inaccessible to the children.

- Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
  - full name of child and date of birth;
  - name of medication and strength;
  - who prescribed it;
  - dosage to be given in the setting;
  - how the medication should be stored and expiry date;
  - any possible side effects that may be expected should be noted; and
  - signature, printed name of parent and date
  - where applicable the serial number on the medication must match the serial number on the box
- The administration is recorded accurately each time it is given and is signed by staff
- Parent to sign medicine administration form when staff are informed of any medication which has been administered at home

#### *Storage of medicines*

- All medication is stored safely in a secure cupboard or refrigerated. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.
- Staff are responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept in the setting. Staff to check that any medication held to administer on an as and when required basis, or on a regular basis, is in date and returns any out-of-date medication back to the parent.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for all members of staff by a health professional.
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell a member of staff what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

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

- A health care plan for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other staff who care for the child.
- The health care plan should include the measures to be taken in an emergency.
- The health care plan is reviewed every six months or more if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.



- Parents receive a copy of the health care plan and each contributor, including the parent, signs it.

### *Managing medicines on trips and outings*

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

### **Legal framework**

- Medicines Act (1968)

### **Further guidance**

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

<http://publications.teachernet.gov.uk/eOrderingDownload/1448-2005PDF-EN-02.pdf>

The above policy was adopted at

Chapel Lane Pre-School

Date Reviewed

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Reviewed By

Jane Andrews

Signed on behalf of the management committee



Name of signatory

Lucy Harber

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

Chairperson

## Promoting health and hygiene

### 1.16 Managing children with allergies, or who are sick or infectious

(Including reporting notifiable diseases)

#### Policy statement

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

#### EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child	

#### Procedures for children with allergies

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

*Insurance requirements for children with allergies and disabilities*

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

**At all times the administration of medication must be compliant with the Welfare Requirements of the Early Years Foundation Stage and follow procedures based on advice given in *Managing Medicines in Schools and Early Years Settings* (DfES 2005)**

#### *Oral Medication*

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

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

#### *Life saving medication & invasive treatments*

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

- The setting must have:
  - a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
  - written consent from the parent or guardian allowing staff to administer medication; and
  - proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.
- Copies of all three letters relating to these children must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal (if you have another provider, please check their procedures with them). Confirmation will then be issued in writing confirming that the insurance has been extended.

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

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

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

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

- If children appear unwell during the day – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the manager calls the parents and asks them to collect the child, or send a known carer to collect on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts.
- In extreme cases of emergency the child should be taken to the nearest hospital and the parent informed.
- Parents are asked to keep children at home for 48 hours after the last bout of sickness or diarrhoea.
- The setting has a list of excludable diseases and current exclusion times. The full list is obtainable from [www.hpa.org.uk/servlet/ContentServer?c=HPAweb\\_C&cid=1194947358374&pagename=HPAwebFile](http://www.hpa.org.uk/servlet/ContentServer?c=HPAweb_C&cid=1194947358374&pagename=HPAwebFile) and includes common childhood illnesses such as measles.
- When informed by the parent that their child will not be attending staff record absences in the holidays sickness section of the accident and incident book.

### *Reporting of 'notifiable diseases'*

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

### *HIV/AIDS/Hepatitis procedure*

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

### *Nits and head lice*

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

### **Further guidance**

- Managing Medicines in Schools and Early Years Settings (DfES 2005)  
<http://publications.teachernet.gov.uk/eOrderingDownload/1448-2005PDF-EN-02.pdf>

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Name of signatory

Lucy Harber

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

Chairperson

# Promoting health and hygiene

## 1.17 Nappy changing

### Policy statement

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

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

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

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child	

### Procedures

- All nappies are to be changed in the children's toilet
- The changing mat must be used on the floor with the child's head towards the door and feet towards the toilet
- The change mat must be wiped with the anti-bacterial wipes before and after a nappy change takes place
- Disposable gloves and an apron must be worn when changing a nappy
- Remove gloves before touching the clean nappy
- Used gloves, and apron are to be placed into a nappy bag and put into the nappy bin
- All staff must be familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, staff ensure that nappy changing is relaxed and a time to promote independence in young children.
- Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.

- They should be encouraged to wash their hands and have soap and towels to hand.
- Staff are gentle when changing; they avoid pulling faces and making negative comment about ‘nappy contents’.
- Staff do not make inappropriate comments about young children’s genitals when changing their nappies
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Nappies are disposed of hygienically. The nappy is bagged and put in the bin. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for the parent to take home.
- NB If young children are left in wet or soiled nappies in the setting this may constitute neglect and will be a disciplinary matter. Settings have a ‘duty of care’ towards children’s personal needs.

The above policy was adopted at

Chapel Lane Pre-School

Date Reviewed

November 2016

Reviewed By

Jane Andrews

Signed on behalf of the management committee



Name of signatory

Lucy Harber

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

Chairperson

# Promoting health and hygiene

## 1.18 No-smoking

### Policy statement

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

### EYFS key themes and commitments

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
1.4 Health and well-being	2.1 Respecting each other	3.2 Supporting every child	

### Procedures

- All staff, parents and volunteers are made aware of our no-smoking policy.
- We display no-smoking signs.
- The no-smoking policy is stated in our information brochure for parents.
- We actively encourage no-smoking by having information for parents and staff about where to get help to stop smoking if they are seeking this information.
- Staff who smoke do not do so during working hours.

### Legal framework

- The Smoke-free (Premises and Enforcement) Regulations 2006  
[www.opsi.gov.uk/si/si2006/20063368.htm](http://www.opsi.gov.uk/si/si2006/20063368.htm)
- The Smoke-free (Signs) Regulations 2007  
[www.opsi.gov.uk/si/si2007/20070923.htm](http://www.opsi.gov.uk/si/si2007/20070923.htm)

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Name of signatory

Lucy Harber

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

Chairperson



# Promoting health and hygiene

## 1.19 Food and drink

### Policy statement

This setting regards snack and meal times as an important part of the setting's day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating using resources and materials during session time. At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs.

### EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Personal, social and emotional development

### Procedures

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

- Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences, including any allergies. (See the Managing Children with Allergies policy.)
- We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up-to-date. Parents sign the up-dated record to signify that it is correct.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
- We involve children in the planning of our snacks.
- We display the snacks daily for the information of parents.
- We provide nutritious food for snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We include a variety of healthy foods.

- 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 do not provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can independently have water at any time during the day.
- We give parents who provide food for their children information about suitable containers for food.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- For children who drink milk, we provide semi skimmed pasteurised milk.

#### *Packed lunches*

We:

- Inform parents of our policy on healthy eating;
- Encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts such as yoghurt or crème fraîche where we can only provide cold food from home. We can provide children with water or milk.
- Discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. provide children, bringing packed lunches, with plates, cups and cutlery;
- Acknowledge that some children have a limited diet and we are happy to work with parents on this matter and
- Ensure lunch is a social occasion.

## Legal Framework

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

The above policy was adopted at

Chapel Lane Pre-School

Date Reviewed

November 2016

Reviewed By

Jane Andrews

Signed on behalf of the management committee



Name of signatory

Lucy Harber

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

Chairperson

# Promoting health and hygiene

## 1.20 First aid

### Policy statement

In our setting staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least one member of staff with current first aid training is on the premises or on an outing at any one time. The first aid qualification includes first aid training for infants and young children.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.4 The wider context	

### Procedures

#### *The First Aid Kit*

- Our first aid kit complies with the Health and Safety (First Aid) Regulations 1981.
- The first aid box is easily accessible to adults and is kept out of the reach of children.
- 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.

### Legal framework

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

### Further guidance

- First Aid at Work: Your questions answered (HSE 1997)  
[www.hse.gov.uk/pubns/indg214.pdf](http://www.hse.gov.uk/pubns/indg214.pdf)
- Basic Advice on First Aid at Work (HSE 2006)  
[www.hse.gov.uk/pubns/indg347.pdf](http://www.hse.gov.uk/pubns/indg347.pdf)
- Guidance on First Aid for Schools (DfEE)  
[www.teachernet.gov.uk/\\_doc/4421/GFAS.pdf](http://www.teachernet.gov.uk/_doc/4421/GFAS.pdf)

### Further guidance

- *Safer Food, Better Business*

[www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/](http://www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/)

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Chapel Lane Pre-School

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Name of signatory

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

Chairperson

# Employment

## 2.1 Employment and staffing

(Including vetting, contingency plans, training and development)

### Policy Statement

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

### EYFS key themes and commitments

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
1.3 Keeping safe	2.4 Key person	3.4 The wider context	

### Procedures

#### *Ratios*

- To meet this aim we use the following ratios of adult to children:
  - for children aged two years of age:
    - 1 adult : 4 children
    - at least one member of staff holds a full and relevant level 3 qualification
    - at least half of all other staff working holds a full and relevant level 2 qualification
  - for children aged three to seven years of age:
    - 1 adult : 6-8 children
    - at least one member of staff holds a full and relevant level 3 qualification
    - at least half of all other staff working holds a full and relevant level 2 qualification

In addition, if there is a qualified teacher present:

- for children aged three years of age and over:
  - 1 adult: 13 children
  - at least one member of staff must have qualified teacher status, early years provision status or another full and relevant level 6 qualification

- at least one other member of staff holds a full and relevant level 3 qualification  
minimum of three staff/adults are on duty at any one time

- We aim to have four members of staff in each session.
- Anyone under the age of 17 is not included in the ratios and is supervised at all times.
- Students on long term placements and volunteers (over 17 years of age) are included in the ratios, if the manager is satisfied with their ability
- We use a key person approach to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the setting.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

#### *Vetting and staff selection*

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have general job descriptions which set out their roles – with more specific roles and responsibilities set out separately e.g. SENCO, lead language.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. However applicants must have sufficient understanding and use of the English Language to ensure the wellbeing of children in their care. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We use Ofsted and the Pre-School Learning Alliance guidance on obtaining references and enhanced criminal record checks through the Criminal Records Bureau for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.
- We keep all records relating to employment of staff, which includes qualifications, identity checks and vetting processes that have been completed. We will record details of the criminal records disclosure, reference number, date and details of who obtained it.
- We keep all records relating to volunteers demonstrating that checks have been done, including the date and reference number of DBS checks.

#### *Changes to staff*

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

### *Training and staff development*

- Our setting manager and deputy hold the CACHE Level 3 Diploma in Pre-school Practice or an equivalent qualification and a minimum of half of our staff hold the CACHE Level 2 Certificate in Pre-school Practice or an equivalent or higher qualification.
- Our setting manager has more than 2 years experience working in an early years setting
- We provide regular in-service training to all staff - whether paid staff or volunteers - through the Pre-school Learning Alliance and external agencies.
- Our setting budget allocates resources to training.
- We provide staff induction training which includes:
  - Details of their role and responsibilities within the setting.
  - Health and safety policies, which includes fire evacuation.
  - Safeguarding Children Policies.
  - Child protection policy.
  - Equality policy.

Other policies and procedures will be introduced within an induction plan.

- We support the work of our staff by holding regular supervision meetings, giving staff the opportunity to discuss any issues they have, working to identify solutions for these issues and offering support to improve their personal effectiveness
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.
- We ensure staffs are given annual appraisals, identifying training needs and where possible ways we can improve an individual's qualification level. If a member of staff does not have a relevant qualification, we will support them to obtain a relevant level 2 qualification.

### *Managing staff absences and contingency plans for emergencies*

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



- Contact staff not on duty to obtain cover.
- If qualified staff ratio sufficient contact committee members.
- If staff ratio cannot be met call Chairperson – Fiona Sangster.
- If staff ratio cannot be met and Fiona Sangster is unavailable the Pre-School will be closed.

*Staff taking medication*

- If a member of staff are taking medication which may affect their ability to care for children they must seek medical advice.
- The setting will only allow the member of staff to continue working with the children if the medical advice confirms the medication is unlikely to impair their ability to look after the children properly.
- Staff medication kept in the setting is stored securely in the medicine cupboard and is out of the reach of children.

The above policy was adopted at

Chapel Lane Pre-School

Date Reviewed

November 2016

Date to be reviewed

November 2017

Signed on behalf of the management committee



Name of signatory

Lucy Harber

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

Chairperson

# Employment

## 2.2 Induction of staff, volunteers and managers

### Policy Statement

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

### EYFS key themes and commitments

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
1.3 Keeping safe	2.4 Key person	3.2 Supporting every child	

### Procedures

- We have a written induction plan for all new staff, which includes the following:
  - Introductions to all staff and volunteers, including management committee members.
  - Familiarising with the building, health and safety and fire procedures.
  - Ensuring our policies and procedures have been read and are carried out.
  - Introduction to parents, especially parents of allocated key children where appropriate.
  - Familiarising them with confidential information where applicable in relation to any children.
  - Details of the tasks and daily routines to be completed.
- The manager inducts new staff and volunteers. The chairperson inducts new managers.
- During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
- Successful completion of the induction forms part of the probationary period.

The above policy was adopted at

Chapel Lane Pre-School

Date Reviewed

November 2016

Date to be reviewed

November 2017

Signed on behalf of the management committee



Name of signatory

Lucy Harber

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

Chairperson

# Employment

## 2.3 Student placements

### Policy Statement

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

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

### EYFS key themes and commitments

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
1.3 Keeping safe	2.2 Parents as partners	3.4 The wider context	

### Procedures

- We require students on qualification courses to meet the 'suitable person' requirements of Ofsted and have DBS checks carried out.
- We require schools placing students under the age of 17 years with the setting to vouch for their good character.
- We supervise students at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.
- Trainee staff employed by the setting may be included in the ratios if they are deemed competent.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to keep to our confidentiality policy
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.

- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

The above policy was adopted at

Chapel Lane Pre-School

Date Reviewed

November 2016

Date to be reviewed

November 2017

Signed on behalf of the management committee



Name of signatory

Lucy Harber

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

Chairperson

# Employment

## 2.4 Disciplinary Procedure

### 1. Introduction

1.1 This procedure is designed to encourage all employees to achieve high standards of conduct and work performance and also aims to provide a fair, effective and consistent method of dealing with disciplinary matters.

### 2. Key principles

- Employees are expected to know the standard of conduct or work performance expected of them.
- Employees will be provided with a management statement of the case prior to any disciplinary meeting and will be allowed to respond to any alleged fault or failing at the meeting.
- An employee is entitled to be accompanied by a trade union representative to a disciplinary meeting or work colleague employed by the setting. Other external representatives may not accompany an employee.
- For minor or isolated infringements of rules or expected behaviour, managers and supervisors should give employees informal advice, coaching and counselling as part of their supervisory duties.
- Where an employee's conduct or performance fails to improve as a result of advice, coaching or counselling, or where the offence is more serious, then the disciplinary procedure will be applied.
- Except in cases of gross misconduct, no employee will be dismissed for a first offence.

### 3. Categories of gross misconduct

3.1 Gross misconduct is a category which can include:

- theft, fraud and deliberate falsification of records
- physical violence
- serious bullying or harassment
- deliberate damage to property
- serious insubordination
- misuse of the settings property or name
- bringing the organisation into serious disrepute
- serious incapability whilst on duty brought on by alcohol or illegal drugs
- serious negligence which causes or might cause unacceptable loss, damage or injury
- serious infringement of health and safety rules
- serious breach of confidentiality (subject to the Public Interest (Disclosure) Act 1998)
- serious failure to comply with procedures that safeguard children

This is not an exhaustive list.

#### **4. Steps prior to deciding to take disciplinary action**

- 4.1 When any incident of misconduct or negligence or poor performance is alleged to have occurred, the manager must establish the facts to decide whether there is a need for a disciplinary interview.
- 4.2 Where appropriate/possible, signed written statements should be obtained as quickly as possible from the individual(s) concerned and should include where possible dates, times, details of those present and the issues of concern.

#### **5. The key steps in taking disciplinary action – standard procedure**

##### *Step 1: management statement of grounds for action and invitation to a meeting*

- Following an appropriate investigation, the manager must prepare a written statement of the employee's alleged conduct or characteristics, or of the circumstance which have lead to the contemplation of taking disciplinary action.
- The manager must send the statement to the employee including any evidence that will be relied upon at the meeting and, and invite her/him to attend a disciplinary meeting to discuss the matter. The employee should also be informed of their right to be accompanied at the meeting. Employees should be given an appropriate amount of notice of the meeting in order to prepare their response.

##### *Step 2: the disciplinary meeting*

- A disciplinary meeting must take place before any disciplinary action is taken, (except where the action in question consists of suspension pending a disciplinary meeting).
- At the meeting, the manager should ensure that the circumstances of the complaint against the employee are fully discussed and that the employee is provided with an opportunity to respond to the management case. The manager will then decide whether or not to issue a disciplinary penalty. The outcome of the disciplinary meeting must be confirmed in writing within [10] working days, to include the right of appeal and to whom to address any appeal letter.

##### *Step 3: the appeal*

- Any employee who feels they have been disciplined unfairly may appeal in writing to the person named in the disciplinary letter. All appeals must be submitted in writing, clearly set out the grounds for appeal, within [7] working days of the date of the disciplinary meeting letter.
- Normally an appeal meeting will be arranged with the employee together with the line manager of the manager e.g. the owner, who issued the disciplinary penalty, within [15] working days of the employee's request.

- Appeals will normally be held within [15] working days of the date of the original disciplinary meeting. A letter detailing the outcome of the appeal should be issued within [10] working days of the appeal meeting.

## **6. The key steps in taking disciplinary action – modified procedure**

The setting has a modified procedure which applies where:

- The dismissal took place when the setting became aware of the conduct or immediately thereafter.
- It was reasonable to dismiss the employee without notice or any payment in lieu of notice, because of his/her gross misconduct.
- It was reasonable in the circumstances, to dismiss the employee before enquiring into the circumstances in which the gross misconduct took place.

The modified element of the procedure is only likely to apply in the rarest of circumstances, such as where an employee does not have a work permit or is guilty of gross misconduct in circumstances where immediate dismissal is necessitated.

### *Step 1: management statement of grounds for dismissal*

- In most cases of gross misconduct, following a period of suspension of the employee and an appropriate investigation, the manager must send the employee a written statement which includes the following:
  - The employee's alleged misconduct which led to the dismissal.
  - The basis for thinking, at the time of dismissal, that the employee was guilty of the alleged misconduct.
  - The employees right of appeal.

### *Step 2 – the appeal*

- Any employee who feels they have been disciplined unfairly may appeal in writing, as set out in paragraph 5.
- The employee must take all reasonable steps to attend the disciplinary appeal meeting.

## **7. Disciplinary penalties**

7.1 Managers should not issue any disciplinary penalties without a formal meeting.

7.2 There are five disciplinary penalties, which may result from misconduct:

- formal verbal warning (first formal warning)
- written warning
- final written warning

- dismissal with notice
- summary dismissal

7.3 The gravity of the offence will determine which disciplinary penalty is issued.

## **8. Formal verbal warning**

8.1 Minor breaches of organisational discipline, misconduct or time keeping, or failure to meet performance criteria, may result in a formal verbal warning given by the manager. The manager may give this at a disciplinary meeting with the employee. This warning should be confirmed in writing. If the warning relates to unsatisfactory performance then it should set out:

- the performance required
- the improvement required
- the timescale for improvement
- any review date
- any support that can be offered to assist the employee to improve their performance

8.2 If the warning relates to conduct then the nature of the misconduct and the change in behaviour required should be set out in the warning letter.

8.3 The employee may be accompanied at the meeting by a work colleague or a trade union representative.

8.4 The warning will be placed on the employee's personnel file. After a period of three months, if no further disciplinary action has been found necessary and the minor breach has been resolved, the warning will expire.

## **9. Written warnings**

9.1 If the infringement is regarded as more serious, or the employee's work or conduct are considered unsatisfactory after they have received a formal verbal warning and after a period has elapsed in which the employee has had time to remedy their work or conduct, a disciplinary meeting conducted by the manager will be held.

The employee will be informed of the nature of the complaint and such evidence as may exist, and will be given an opportunity to respond. The employee will be told of the decision and given a letter of confirmation within [10] working days of the disciplinary meeting. The written confirmation will state:

- The date of the disciplinary meeting and those present.
- The penalty imposed.



- Details of the misconduct, poor performance or poor time keeping that has occasioned a warning and the performance required or the change in behaviour required.
- The timescales for performance improvement, where appropriate.
- Details of any necessary action to remedy the situation, any period of review, extra training or supervision etc., or the possibility for redeployment / demotion.
- That any further misconduct etc. will result in a further disciplinary meeting and will normally result in a confirmed final warning, which if unheeded will result in dismissal with appropriate notice.
- That there is a right of appeal.

9.2 After a period of six months, if no further disciplinary action has been found necessary and the minor breach has been resolved, the warning will expire.

## **10. Final written warning**

10.1 If the employee's work or conduct fails to improve, or where the infringement is sufficiently serious, the manager will follow the same procedures as for issuing a written warning. If proven, a final warning, which will be in writing, will be given to the employee warning that any further misconduct will result in dismissal with appropriate notice.

10.2 After a period of twelve months, if no further disciplinary action has been found necessary and the breach has been resolved, the warning will expire.

## **11. Gross misconduct**

11.1 Employees dismissed with notice will be paid for this notice period. An employee may be dismissed without notice if there has been an act of gross misconduct, or a major breach of duty or conduct that brings the organisation into disrepute. The employee will be suspended with pay while the circumstances of the alleged gross misconduct are investigated.

11.2 A dismissal must be confirmed in writing within [10] working days of the date of the disciplinary interview. As well as covering the points in paragraphs 9.1 and 9.2, the letter should also include details of any outstanding money owed to the employee, how and when it will be paid and the final date of employment.

11.3 Where a member of staff is dismissed from the organisation or internally disciplined because of misconduct relating to a child, we inform the Department for Education and Skills, other relevant agencies and follow Local Safeguarding Children Board guidelines.

## 12. Suspension

12.1 Suspension should be used sparingly in circumstances where the manager needs to conduct an investigation prior to a hearing where it is felt that the impact of not suspending the employee during the period would be likely to be more detrimental than suspending them.

12.2 Cases which involve potential gross misconduct will usually result in suspension - particularly when relationships have broken down or where the setting's property or responsibilities to other parties are involved, or where the employee's presence may prejudice the inquiry.

12.3 Suspension should be kept brief and reviewed to ensure that it is not unnecessarily protracted.

## 13. Timescales

13.1 Employees are required to take all reasonable steps to attend the hearing. However, should, for a reasonably unforeseen reason, either the employee, the line manager or their companions be unable to attend the meeting, it must be rearranged.

13.2 Should an employee's companion be unable to attend then the employee should make contact within [5] days of the date of the letter to arrange an alternative date that falls within [10] days of the original date provided.

13.3 Time limits may be extended by mutual agreement.

## 14. Amendments to the Procedure

14.1 These procedures may not apply where there is a significant threat of violence or harassment. Under these circumstances the owner or management committee should be contacted

The above policy was adopted at

Chapel Lane Pre-School

Date Reviewed

November 2016

Date to be reviewed

November 2017

Signed on behalf of the management committee



Name of signatory

Lucy Harber

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

Chairperson

# Employment

## 2.5 Grievance Procedure

### 1. Introduction

1.1 The following procedure should be followed in order to settle all grievances concerning any employee(s) of Chapel Lane Pre-School.

### 2. Principles

2.1 The key objective of the procedure is to allow grievances to be settled quickly, fairly and at the lowest possible level within Chapel Lane Pre-School, whilst allowing employees the opportunity to appeal to a higher level if necessary.

2.2 The procedure covers all employed staff in Chapel Lane Pre-School direct employment who have a grievance.

2.3 It covers all matters which may become a source of grievance, excluding:

- Those concerned with disciplinary action unless the disciplinary action amounts to discrimination, or the action was not taken on the grounds of the employees conduct or capability.
- Decisions on strategic business issues, which are taken by the Management Committee, but not excluding the operational impact of those decisions.

2.4 Employees are encouraged to raise concerns verbally with their manager or chairperson prior to raising a formal grievance.

2.5 Employees are entitled to be accompanied at a grievance meeting and appeal, by a trade union representative or by a work colleague.

### 3. Procedure

3.1 Chapel Lane Pre-Schools policy is to encourage free interchange and communication between managers and the staff they manage. This ensures that questions and problems can be aired and resolved quickly and that grievances are settled informally.

### 4. Informal Procedure

4.1 If an employee has a complaint about their individual circumstances at work, then they are entitled to raise a grievance. Employees are expected to discuss ordinary day to day issues informally with your line

manager through supervision meetings or if necessary request a separate meeting. Where this is not possible employees should raise their concerns verbally with the next level of management, prior to raising a formal grievance.

If after seeking to resolve concerns informally employees are not satisfied, then they should write to the management committee, explaining their grievance.

## **5. Formal Procedure**

- 5.1 Employees must provide in writing, the nature of the alleged grievance and send the written complaint to their immediate manager.
- 5.2 Where the grievance is against the manager the matter should be raised with a more senior manager, i.e. normally the manager's manager e.g. the chairperson.
- 5.3 Normally within 5 working days of receiving a grievance, the manager will write to the employee, inviting them to attend a meeting where the alleged grievance can be discussed. The meeting should be scheduled to take place as soon as reasonably possible, and normally at least 5 working days notice of this meeting should be provided to the employee.
- 5.4 Employees are required to take all reasonable steps to attend the meeting. However, should, for a reasonably unforeseen reason, either the employee, the manager or their companions are unable to attend the meeting, it must be rearranged.
- 5.5 Should an employee's companion be unable to attend then the employee should make contact within [5] days of the date of the letter to arrange an alternative date that falls within [10] days of the original date provided. These time limits may be extended by mutual agreement.
- 5.6 At the meeting the employee must inform the manager hearing the grievance what the basis for the complaint is.
- 5.7 After the final meeting, the manager hearing the grievance must write to the employee informing them about any decision and offering the right of appeal. This letter should be sent within [10] working days of the grievance meeting and should include the details of how to appeal.

- 5.8 Should the employee consider that the grievance has not been satisfactorily resolved, then they must set out their grounds of appeal in writing within [7] working days, of receipt of the decision letter, confirming that they wish to appeal against the decision or failure to make a decision.
- 5.9 Within [5] working days of receiving an appeal letter, the employee should be written to inviting her/him to attend an appeal hearing where the alleged grievance can be discussed. The appeal meeting should be scheduled to take place as soon as reasonably possible.
- 5.10 Employees are required to take all reasonable steps to attend the appeal hearing. However, should, for a reasonably unforeseen reason, either the employee, the line manager or their companions be unable to attend the meeting, it must be rearranged.
- 5.11 Should an employee's companion be unable to attend then the employee should make contact within [5] days of the date of the letter to arrange an alternative date that falls within [10] days of the original date provided. These time limits may be extended by mutual agreement.
- 5.12 After the appeal meeting, the appeal hearing manager must write to the employee informing them of the employer's final decision. This letter should be sent within [10] working days of the appeal hearing.

5.13 This is the final stage of the procedure.

The above policy was adopted at

Chapel Lane Pre-School

Date Reviewed

November 2016

Date to be reviewed

November 2017

Signed on behalf of the management committee



Name of signatory

Lucy Harber

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

Chairperson

# Health and safety

## 3.1 Risk assessment

### Policy statement

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 by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

The basis of this policy is risk assessment. Pre-school Learning Alliance risk assessment processes follow five steps as follows:

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

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe		3.3 The learning environment 3.4 The wider context	

### Procedures

- Our risk assessment process covers adults and children and includes:
  - checking for and noting hazards and risks indoors and outside, and in our premises and for activities;
  - assessing the level of risk and who might be affected;
  - deciding which areas need attention; and

- developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
- Risk assessment is reviewed regularly. The written assessment is an aid to inform staff practice and to demonstrate to parents and inspectors how we are managing risks.
- We maintain lists of health and safety issues, which are checked daily before the session begins as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.

### Legal framework

- Management of Health and Safety at Work Regulations 1992

### Further guidance

- Five Steps to Risk Assessment (HSE 2006)  
[www.hse.gov.uk/pubns/indg163.pdf](http://www.hse.gov.uk/pubns/indg163.pdf)

### Other useful Pre-school Learning Alliance publications

- Risk Management in Early Years Settings (2007)

The above policy was adopted at

Date Reviewed

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November 2016

Reviewed By

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Katie Harber

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Signed on behalf of the management committee



Name of signatory

---

Lucy Harber

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

---

Chairperson

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## Health and safety

### 3.2 Health and safety general standards

#### Policy statement

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 and staff 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.
- Our member of staff responsible for health and safety is:

#### **Katie Harber-Hollingshead**

She is competent to carry out these responsibilities.

- She has undertaken health and safety training and regularly updates his/her knowledge and understanding.
- We display the necessary health and safety poster in

#### **The Kitchen**

#### *Insurance cover*

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in:

#### **The front door entrance**

#### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being		3.3 The learning environment	

#### Procedures

#### *Awareness raising*



- Our induction training for staff 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.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- As necessary, health and safety training is included in training plans of staff, and health and safety is discussed regularly at staff meetings.
- We operate a no smoking policy and prevent smoking in a room or outside play area when children are attending the setting
- Children are made aware of health and safety issues through discussions, planned activities and routines.

#### *Safety of adults*

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs 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.
- We keep all cleaning chemicals in their original containers.

#### *Windows*

- Windows are protected from accidental breakage or vandalism from people outside the building.

#### *Doors*

- We take precautions to prevent children's fingers from being trapped in doors.

#### *Floors*

- All floor surfaces are checked to ensure they are clean and not uneven, wet or damaged.

#### *Electrical/gas equipment*

- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.

- Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

### *Storage*

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

### *Outdoor area*

- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- If equipment is wet and too slippery it is not utilised
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- All outdoor activities are supervised at all times.
- We ensure children are appropriately clothed for the weather.
- Parents are advised to apply sunscreen before the start of a session.

### *Hygiene*

- We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning specification for the setting which includes play room, kitchen, rest area, toilets and nappy changing areas.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
- We implement good hygiene practices by:
  - cleaning tables between activities;
  - cleaning toilets regularly;
  - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
  - providing sets of clean clothes; and
  - providing tissues and wipes;

### *Activities and resources*

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.

### **Legal Framework**

- Health and Safety at Work Act (1974)
- Management of Health and Safety at Work Regulations 1992
- Electricity at Work Regulations 1989
- Control of Substances Hazardous to Health Regulations(COSHH) (2002)
- Manual Handling Operations Regulations 1992 (as amended)
- Health and Safety (Display Screen Equipment) Regulations 1992

### **Further guidance**

- *Health and Safety Law: What you Should Know (HSE 1999)*  
[www.hse.gov.uk/pubns/law.pdf](http://www.hse.gov.uk/pubns/law.pdf)
- *Health and Safety Regulation...a Short Guide (HSE 2003)*  
[www.hse.gov.uk/pubns/hsc13.pdf](http://www.hse.gov.uk/pubns/hsc13.pdf)
- *Electrical Safety and You (HSE 1998)*  
[www.hse.gov.uk/pubns/indg231.pdf](http://www.hse.gov.uk/pubns/indg231.pdf)
- *COSHH: A Brief Guide to the Regulations (HSE 2005)*  
[www.hse.gov.uk/pubns/indg136.pdf](http://www.hse.gov.uk/pubns/indg136.pdf)
- *Manual Handling – Frequently Asked Questions (HSE)*  
[www.hse.gov.uk/contact/faqs/manualhandling.htm](http://www.hse.gov.uk/contact/faqs/manualhandling.htm)

The above policy was adopted at

Chapel Lane Pre-School

Date Reviewed

November 2016

Reviewed By

Katie Harber

Signed on behalf of the management committee



Name of signatory

Lucy Harber

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

Chairperson

# Health and Safety

## 3.3 Fire safety and emergency evacuation

### Policy Statement

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

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe		3.3 The learning environment 3.4 The wider context	

### Procedures

- The basis of fire safety is risk assessment. These are carried out by a 'competent person'.
- The manager has received training in fire safety sufficient to be competent to carry out risk assessment
- Settings in rented premises will ensure that they have a copy of the fire safety risk assessment that applies to the building and that they contribute to regular reviews.
- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Smoke detectors/alarms and firefighting 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 every term
- Records are kept of fire drills and the servicing of fire safety equipment.

### *Emergency evacuation procedure*

- Children are familiar with the sound of the fire alarm.
- Children staff and parents know where the fire exits are.
- Children are taught to leave by the nearest fire exit and line up in the garden against the fence.
- A member of staff will check all rooms, closing all the doors.
- Another member of staff will collect the registration folder and telephone.
- Count the children in the playground.

- The supervisor will take the register.
- Emergency services to be phoned.
- The parents will then be contacted.

### Legal framework

- Regulatory Reform (Fire Safety) Order 2005  
[www.opsi.gov.uk/si/si2005/20051541.htm](http://www.opsi.gov.uk/si/si2005/20051541.htm)

### Further guidance

- *Fire Safety Risk Assessment - Educational Premises* ( HMG 2006)  
[www.communities.gov.uk/publications/fire/firesafetyrisk6](http://www.communities.gov.uk/publications/fire/firesafetyrisk6)

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Signed on behalf of the management committee



Name of signatory

Lucy Harber

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

Chairperson

## Health and safety

### 3.4 Recording and reporting of accidents and incidents

(Including procedure for reporting to HSE, RIDDOR)

#### Policy Statement

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

#### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.4 The wider context	

#### Procedures

*Our folder where accidents are logged:*

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

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

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

#### *Dealing with incidents*

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

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

### *Our incident book*

- We have ready access to telephone numbers for emergency services, including local police. Where we rent premises we ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies.
- We keep an incident book for recording incidents including those that are reportable to the Health and Safety Executive as above.
- These incidents include:
  - break in, burglary, theft of personal or the setting's property;
  - an intruder gaining unauthorised access to the premises;
  - fire, flood, gas leak or electrical failure;
  - attack on member of staff or parent on the premises or nearby;
  - any racist incident involving staff or family on the centre's premises;
  - death of a child, and
  - a terrorist attack, or threat of one.
- In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it - or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, 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.
- The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

### **Legal framework**

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR 1995)



## Further guidance

- RIDDOR Guidance and Reporting Form  
[www.hse.gov.uk/riddor/index.htm](http://www.hse.gov.uk/riddor/index.htm)

The above policy was adopted at

Chapel Lane Pre-School

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Reviewed By

Katie Harber

Signed on behalf of the management committee



Name of signatory

Lucy Harber

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

Chairperson

## Health and safety

### 3.5 Food hygiene

(Including procedure for reporting food poisoning)

#### Policy statement

In our setting we provide and/or serve food for children on the following basis:

- Snacks.
- Packed lunches.

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

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

#### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe		3.3 The learning environment 3.4 The wider context	

#### Procedures

- The person in charge and the person responsible for food preparation understands the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to their business. This is set out in *Safer Food Better Business*. The basis for this is risk assessment as it applies to the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
- All staff follow the guidelines of *Safer Food Better Business*.
- At least one person has an in-date Food Hygiene Certificate.
- The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently. (See *Safer Food Better Business*.)
- We use reliable suppliers for the food we purchase.
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
- Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home.
- Food preparation areas are cleaned before use as well as after use.
- There are separate facilities for hand-washing and for washing up.
- All surfaces are clean and non-porous.
- All utensils, crockery etc are clean and stored appropriately.
- Waste food is disposed of daily.

- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.
- When children take part in cooking activities, they:
  - are supervised at all times;
  - understand the importance of hand washing and simple hygiene rules
  - are kept away from hot surfaces and hot water; and
  - do not have unsupervised access to electrical equipment such as blenders etc.

*Reporting of food poisoning*

- Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation.
- If the food poisoning is identified as a disease under the Public Health (Infectious Diseases) Regulations 1988 the setting will report the matter to Ofsted
- If two or more children at the setting are affected by any food poisoning Ofsted are contacted within 14 days of the incident.

**Legal Framework**

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

**Further guidance**

- *Safer Food Better Business* (Food Standards Agency)

[www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/sfbbcaterers](http://www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/sfbbcaterers)

The above policy was adopted at

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Reviewed By

Katie Harber

Signed on behalf of the management committee



Name of signatory

Lucy Harber

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

Chairperson

# Administration

## 4.1 Admissions

### Policy Statement

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

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.3 The learning environment 3.4 The wider environment	

### Procedures

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- When required we will ensure that information about our setting is accessible, in written and spoken form and, where appropriate, in more than one language. Where necessary, we will try to provide information in Braille, or through British Sign Language. We will provide translated written materials where language needs of families suggest this is required as well as access to an interpreter.
- We arrange our waiting list in birth order. In addition our policy may take into account the following:
  - siblings already attending the setting.
- We describe our setting and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
- We describe our setting and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, ethnicity or from English being a newly acquired additional language. We consider the needs of all children in the setting and may find it necessary to limit the number of children requiring additional support in each session.
- We describe our setting and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the setting.
- We make our Equal Opportunities Policy widely known.

- We consult with families about the opening times of the setting to ensure we accommodate a broad range of family needs.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
- Children are entitled to 15 hours funding from the term after their third birthday. From September 2017 where applicable to families up to 30 hours funding will be entitled. Sessions that sit outside of these terms must be paid at the rate advertised. Non-payment of fees will be dealt with on an individual basis & can result in sessions being withdrawn.
- If a child doesn't attend their session and the parent doesn't inform us, we will endeavour to make contact with them. However if this isn't possible we will enquire when they next attend.
- If a child is unable to attend the setting for at least 3 weeks, we will be unable to hold the place for the child, as funding will be withdrawn from Wokingham Borough Council.

The above policy was adopted at

Chapel Lane Pre-School

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Reviewed By

Katie Harber

Signed on behalf of the management committee



Name of signatory

Lucy Harber

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

Chairperson

# Child care practice

## 4.2 The role of the key person and settling-in

### Policy statement

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

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

We aim to make the 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 Welfare Requirements of the Early Years Foundation Stage. Each setting must offer a key person for each child.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

### Procedures

- Where possible, we allocate a key person before the child starts.

- A home visit is carried out before the child starts, by 2 members of staff this is usually carried out by the manager/deputy and where possible the key person.
- The key person is responsible for ensuring that the child's care is tailored to meet their individual needs and to help the child become familiar with their setting, offer a settled relationship with the child, and build a relationship with the parents.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- In the absence of the child's key person the parents may contact the manager or deputy manager.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.
- The Key person will support the family to engage with specialist support if required.

### *Settling-in*

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- Where possible we allocate a key person to each child and his/her family before she/he starts to attend; 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.
- We will offer a home visit by the person who will be the child's key person, to ensure all relevant information about the child can be made known.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- Younger children may take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.

- We believe a child is settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when in order to help them to settle quicker.
- We recognise that all children are individuals, some children will settle more readily than others, and we will work with the parents to make a settling in procedure for their child.
- We do not believe that leaving a child to cry for a prolonged period of time will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting we discuss and work with the child's parents to start to create their child's record of achievement.

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Chapel Lane Pre-School

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Signed on behalf of the management committee



Name of signatory

Lucy Harber

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

Chairperson



## Partnership

### 4.3 Parental involvement

#### Policy statement

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

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

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

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

'Parental responsibility' is *all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.* (For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance's *Child Protection Record* publication.)

#### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child	

## Procedures

- We have a means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children.
- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- We encourage and support parents to play an active part in the management of the setting.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We have a rota in which parents and carers can choose to help in a session their child attends. At Chapel Lane Pre-School we take safeguarding of the children seriously and therefore parents helping in sessions are only permitted to take their own child to the toilet and no parent will be left alone with children. Parents are only permitted to sign up to the rota one session per month. Parents/carers may be able to bring younger siblings at the manager's discretion. Childminders are asked to speak to the manager before signing the rota.
- We inform parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.
- We inform parents of funding entitlements and the requirements of Wokingham District Council for parents to inform us of the reasons for any absences from Pre-School.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

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

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

The above policy was adopted at

Date Reviewed

Date to be reviewed

Chapel Lane Pre-School

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November 2016

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November 2017

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Signed on behalf of the management committee



Name of signatory

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

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Lucy Harber

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Chairperson

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## 4.4 Working in partnership with other agencies

### Policy Statement

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

### EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.1 Respecting each other	3.4 The wider context	

### Procedures

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

The above policy was adopted at

Date Reviewed

Chapel Lane Pre-School

November 2016

Date to be reviewed

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November 2017

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Signed on behalf of the management committee



Name of signatory

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Lucy Harber

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

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Chairperson

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# Record keeping

## 5.1 Children's records

### Policy statement

We collect information on your child and may receive information from your child's previous setting.

Personal data is held and used to:

- Support teaching and learning
- Monitor and report on progress
- Administer funding for the free entitlement for 3 and 4 year old children
- Provide appropriate pastoral care
- Assess how well the setting is doing

There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

This policy and procedure is taken in conjunction with the Confidentiality Policy and our procedures for information sharing.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.1 Observation, assessment and planning	

### Procedures

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

#### *Developmental records*

- These include observations of children in the setting, photographs and samples of their work and summary developmental reports. All of these records are recorded and stored on a secure online server 'Tapestry'.

## *Personal records*

These include:

- registration and admission forms
  - signed consent forms
  - Contact details
  - who has parental responsibility
  - national curriculum assessment results
  - personal characteristics, such as ethnic group or special educational needs
  - any relevant medical information
  - correspondence concerning the child or family
  - reports or minutes from meetings concerning the child from other agencies
  - an ongoing record of relevant contact with parents
  - 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 or cabinet and are kept secure by the manager in the office or other suitably safe place.
  - Parents have access, in accordance with our Client Access to records policy, to the files and records of their own children but do not have access to information about any other child
  - Information on a child is not given to anyone outside the setting without a parents consent unless the law and our rules allow it
  - We are required by law to pass some information to the Local Authority and the Department of Education (DfE)
  - For children of statutory school age records are made available to a child's new school when transferring school
  - 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.
  - We retain children's records for three years after they have left the setting. These are kept in a secure place.

## *Other records*

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

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

## Legal Framework

- Data Protection Act 1998
- Human Rights Act 1998

## Further guidance

- Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)
- Information on how the Local Authority (LA) and/or DfE store information on a child can be found at
  - [www.wokingham.gov.uk/schools-education/schools-colleges/data-protection-privacy-notice/](http://www.wokingham.gov.uk/schools-education/schools-colleges/data-protection-privacy-notice/)
  - [www.teachernet.gov.uk/management/ims/datamanagement/privacynotices/pupilsdata](http://www.teachernet.gov.uk/management/ims/datamanagement/privacynotices/pupilsdata)
  - [www.teachersnet.gov.uk/management/ims/datamanagement/privacynotices/pupilsdata/thirdpartyorgs](http://www.teachersnet.gov.uk/management/ims/datamanagement/privacynotices/pupilsdata/thirdpartyorgs)

The above policy was adopted at

Chapel Lane Pre-School

Date Reviewed

November 2016

Date to be reviewed

November 2017

Signed on behalf of the management committee



Name of signatory

Lucy Harber

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

Chairperson



# Record keeping

## 5.2 Provider records

### Policy statement

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

- Records pertaining to our registration.
- Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of staff.

Our records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records and these are maintained with regard to the framework of the Data Protection Act and the Human Rights Act.

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

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.3 The learning environment	

### Procedures

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

- All our employment and staff records are kept securely and confidentially.

## Legal framework

- Data Protection Act 1998
- Human Rights Act 1998

The above policy was adopted at

Chapel Lane Pre-School

Date Reviewed

November 2016

Date to be reviewed

November 2017

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Name of signatory

Lucy Harber

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

Chairperson