

1 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:
Karen Hancock
- 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

The above policy was adopted at

Chapel Lane Pre-School

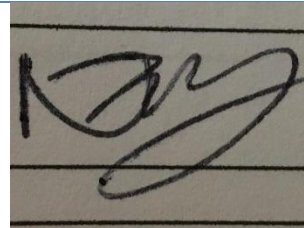
Date Reviewed

April 2019

Date to by

Libby Fothergill & Karen Hancock

Signed on behalf of the management committee



Name of signatory

Nicky Bray

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

Chairperson

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	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

1.4 Health and well-being			
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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 including 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 use pre-start visits and our new parents open evening to explain and complete with his/her parents registration records.
- When a child starts, 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.
- Within the first 3 – 4 weeks of starting we share an initial assessment with the parents and ask for their input with this.

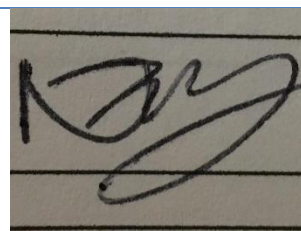
The above policy was adopted at

Chapel Lane Pre-School

Date Reviewed

April 2019

Signed on behalf of the management committee



Name of signatory

Nicky Bray

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

Chairperson

3 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. If a child has not had a medication before, parent are required to keeps the child at home for the first 48 hours to ensure there are no adverse effects, as well as to give time for the medication to take effect. Further to this we also ask that if your child is prescribed antibiotics they have had before, they are kept at home for 24 hours before returning to preschool.

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.
- Only 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.
- 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
 - name of medication and strength;
 - dosage to be given in the setting;
 - how the medication should be stored and expiry date;
 - signature, printed name of parent and date

Administration of medicine

- The administration of medicine is recorded accurately also on the consent form detailed above with all the required information. Each time medicine is given it is signed by the person administering it and the following details logged:
 - Date
 - Time given
 - Dose given
 - Name of Staff member administering and initials

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, where a care plan is in place 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 rectal diazepam is given, another member of staff must be present and co-signs the record book.
- 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 risk assessment is carried out for each child with long term medical conditions that require ongoing medication, this is the responsibility of the manager and communicated to all staff members.
- Parents will also contribute to the risk assessment, they should be shown round the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions, staff will need to have training in a basic understanding of the condition, as well as how the medication is to be administered correctly. The training needs form part of the risk assessment.
- The risk assessment includes vigorous activities and any other activity that may give cause for concern regarding an individual child's health needs.
- A health care plan for the child is drawn up with the parent; and shared with all staff
- 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 with medication are going on outings, staff accompanying must be fully informed along with the risk assessments for any 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 outing’s procedure.

Legal framework

- The Human Medicines Regulations (2012)

Further guidance

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

Other useful Pre-school Learning Alliance publications

- Medication Record (2010)
- Daily Register and Outings Record

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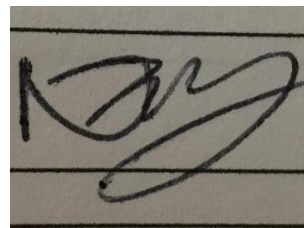
Date Reviewed

April 2019

Reviewed By

Katie Harber

Signed on behalf of the management committee



Name of signatory

Nicky Bray

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

Chairperson

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

(Including reporting notifiable diseases)

Policy statement

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

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 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.
- The child's temperature is taken using a thermometer, kept in the first aid box.
- In extreme cases of emergency the child should be taken to the nearest hospital and the parent informed.
- If a child has not had a medication before, parent are required to keeps the child at home for the first 48 hours to ensure there are no adverse effects, as well as to give time for the medication to take effect. Further to this we also ask that if your child is prescribed antibiotics they have had before, they are kept at home for 24 hours before returning to preschool.

- The setting can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease
- 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 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/slucing 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.

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.

Further guidance

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

Other useful Pre-school Learning Alliance Publications

Good practice in Early Years Infection Control (2009) Chapel Lane Pre-School

The above policy was adopted at

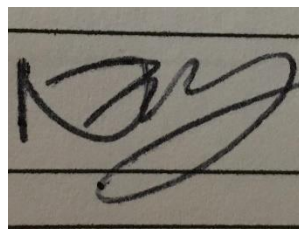
Date Reviewed

April 2019

Reviewed By

Katie Harber

Signed on behalf of the management committee



Name of signatory

Nicky Bray

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

Chairperson

5 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 Disclosure & Barring Service in accordance with statutory requirements.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
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 the Disclosure and Barring Service 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 is sufficient then contact committee members
 - If staff ratio cannot be met call Chairperson
 - If staff ratio cannot be met and Chairperson 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

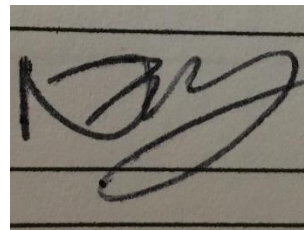
Date Reviewed

April 2019

Reviewed By

Libby Fothergill

Signed on behalf of the management committee

A handwritten signature in black ink on a light-colored background. The signature is stylized and appears to be 'Nicky Bray'.

Name of signatory

Nicky Bray

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

Chairperson

6 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	2.2 Parents as partners	3.2 Supporting every child	4.4 Personal, social and emotional development
1.2 Inclusive practice	2.3 Supporting learning	3.3 The learning environment	
1.3 Keeping safe			

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 inform intervention plans (which are discussed and shared with parents) 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 and discussed with parents.
- 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 and 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

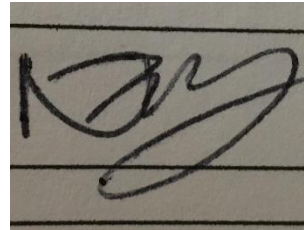
Date Reviewed

April 2019

Reviewed By

Jemima Ridley

Signed on behalf of the management committee

A handwritten signature in black ink on a light-colored background. The signature is stylized and appears to read 'Nicky Bray'. It is written between two horizontal lines.

Name of signatory

Nicky Bray

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

Chairperson

7 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

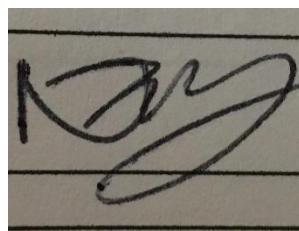
Date Reviewed

April 2019

Reviewed By

Jemima Ridley

Signed on behalf of the management committee

A photograph of a handwritten signature in black ink on a light-colored background. The signature is stylized and appears to read 'Nicky Bray'. The signature is written between two horizontal lines.

Name of signatory

Nicky Bray

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

Chairperson

8 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 Children & Families Act 2014
- 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	2.1 Respecting each other	3.2 Supporting every child	4.1 Play and exploration
1.2 Inclusive practice	2.2 Parents as partners	3.3 The learning environment	4.2 Active learning
1.4 Health and well-being	2.3 Supporting learning	3.4 The wider context	4.3 Creativity and critical thinking
	2.4 Key person		

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 Jemima Ridley
-
- 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 assess, plan, do, review to create plans and support for children.
 - 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 and language drop ins.
 - We have the support of an early year's inclusion advisor.
 - 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 abc observations, intervention plans, individual learning plans (ILPs) and EHCP's 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 Statutory Assessment and the HCP/EHCP 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

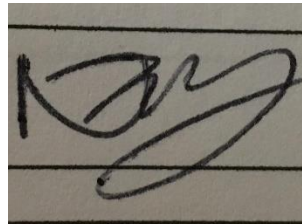
Date Reviewed

April 2019

Reviewed By

Jemima Ridley

Signed on behalf of the management committee



Name of signatory

Nicky Bray

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

Chairperson

9 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 our setting is advertised in places accessible to all sections of the community, to include our website.
- We ensure that information about our setting is accessible and provided in written and spoken form. We will provide translated written materials where language needs of families suggest this is required, as well as access to an interpreter, Where necessary we will try to provide information in Braille, or through British Sign Language.
- We arrange and priorities our waiting list and offer places in date of birth order. In addition, our policy may takes into account the following:
 - The vicinity of the home to the setting
 - 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 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.
- All children are entitled to 15 hours funding from the term after their third birthday, and this can be attended as morning sessions between 8.45 – 11.45 or afternoon sessions between 12.15 – 15.15
- 30 hours funding is also offered between 9.15 – 15.15 (with a minimum of 4 days / 24hrs per week attendance). Where parents and carers are not entitled to 30hr funding sessions that sit outside of the universal 15hr funding will be charged at the rates advertised on our website.
- 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.

Chapel Lane Pre-School

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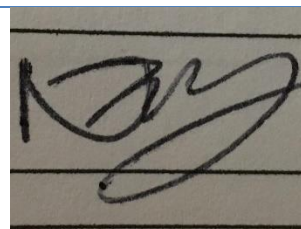
Date Reviewed

January 2019

Reviewed By

Katie Harber

Signed on behalf of the management committee



Name of signatory

Nicky Bray
