3333St. Marys Pre-School Ltd

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Rachel – 07779570239

**Policy content and acknowledgement of policies Record**

**Acknowledgement of Policies Record**

It is important that all staff, volunteers and students read and understand the setting policies at induction

and periodically thereafter, so that these are appropriately implemented and are evident in practice. All staff

are expected to contribute to the review and updating of all policies and procedures in accordance with the

settings policy review cycle

**POLICIES**

1. Achieving Positive Behaviour Policy
2. Administration of Medicine
3. Admissions Policy
4. Alcohol and Drugs in the Workplace
5. Allegations of Abuse Policy
6. Animals in the setting Policy
7. Anti-Bullying Policy
8. Anti Bullying child friendly
9. Behaviour Management Policy
10. Child Protection Policy
11. Children’s records Policy
12. Children’s rights Policy
13. Closure Policy
14. Collection of a child Policy
15. Complaints Policy
16. Confidentiality Policy
17. Data Protection Policy and Privacy Notice (GDPR)
18. Dummy/Bottle Policy
19. E Safety and Online Safety Policy
20. Early Years Education Free entitlement funding/extended funding policy
21. Emergency Evacuation Policy
22. Equality and Diversity Policy
23. Equipment and Resources Policy
24. Fees Policy
25. Food and Drink Policy
26. Food Hygiene Policy
27. Health and Safety Policy
28. Inclusion Policy
29. Information Sharing Policy
30. Key –worker Policy
31. Lock Down Policy
32. Looked after children Policy
33. Lost child Policy
34. Maintaining children’s safety Policy
35. Managing children with allergies Policy
36. Mobile phone Policy
37. Nappy Policy
38. No Smoking Policy
39. Oral Health Policy
40. Outdoor Policy
41. Parental/ volunteer involvement Policy
42. Planning for a human influenza Policy
43. Play Policy
44. Potty/Toilet Training Policy
45. Prevent Duty and British Values Policy
46. Processing information from a camera/tablet.
47. Provider Records Policy
48. Pupil Premium Policy
49. Recording and reporting accidents and incidents Policy
50. Risk assessment policy
51. Safeguarding Policy
52. Settling in Policy
53. Sick Child Policy
54. Sleeping child Policy
55. Social networking Policy
56. Special educational Needs and disabilities policy
57. Staff Behaviour Policy
58. **Staff working with their own children/close relative Policy**
59. Staffing and employment Policy
60. Staff Induction Policy
61. Student Placement Policy
62. Sun Cream / hot weather Policy
63. Superhero Play Policy
64. Supervision of children on outings Policy
65. Tapestry Policy
66. Transition Policy
67. Working together Policy
68. Whistle Blowers Policy

AMMENDEMENTS IN POLICIES

Please sign and date to declare that you have read and understand all policies and agree to abide by the policies set by St Mary’s Pre-School Ltd

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Review/ read policies | | Staff signature | | Date | Date | | date |
| Rachel Moore | |  | |  |  | |  |
| Sarah Moesley | |  | |  |  | |  |
| Flo Welsford | |  | |  |  | |  |
| Steph Berkley | |  | |  |  | |  |
| Sarah Moesley | |  | |  |  | |  |
| Amy Dury | |  | |  |  | |  |
| Hollie Edwards | |  | |  |  | |  |
| Meryn Kelly | |  | |  |  | |  |
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| Name | Signature | | Job Title | | | Date | |
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**ACHIEVING POSITIVE BEHAVIOUR POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

Children’s behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.

**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 |

**Policy statement of intent**

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development

**Procedures**

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. In small settings this may be shared between co-staff. …….Rachel Moore ..

* The named person must:
* 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 keep a record of staff attendance at this training.
* We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the 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 by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

*Strategies with children who engage in inconsiderate behaviour*

* We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
* We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
* We acknowledge considerate behaviour such as kindness and willingness to share.
* We support each child in developing self-esteem, confidence and feelings of competence.
* We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
* We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
* When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
* We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
* We use techniques that are relevant for individual children and understand that each individual child will respond to different behaviour reinforcements.
* We use physical restraint, 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 setting leader and are recorded in the child’s personal file. The child’s parent is informed on the same day.
* In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
* We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
* We specialize in using the **high scope approach.** When it is developmentallyappropriate for the children involved the staff at St. Mary’s Pre-School follow the six steps for conflict resolution.
  + Approach calmly, this reassures the children, practitioner to hold any object which may be causing the conflict/problem.
  + Acknowledge feelings, children given time to express their feelings, practitioner may make statements like “ You look cross, “Yes, you want the bike”.
  + Gather information, make no assumptions, ask open ended questions. “What happened/what is the problem?.
  + Restate the problem using the information provided by the children, clearly and simply.
  + Ask the children for solutions, encourage suggestions, be practical. Accept children’s ideas, model ideals if necessary.
  + Provide follow up support if needed, adult may need to restate previous steps if needed.

*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 or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of ‘separation anxiety’.
* We focus on ensuring a child’s attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.
* We work with children’s families to promote positive behaviour and continuity.

*Hurtful behaviour and bullying*

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours.

*Rough and tumble play and fantasy aggression*

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

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

*Hurtful behaviour*

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

* We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
* We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
* We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
* Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
* We do not engage in punitive responses to a young child’s rage as that will have the opposite effect.
* Our way of responding to 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.
* We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. “Adam took your car, didn’t he, and you were enjoying playing with it. You didn’t like it when he took it, did you? Did it make you feel angry? Is that why you hit him?” Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
* We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others’ feelings. “When you hit Adam, it hurt him and he didn’t like that and it made him cry.”
* We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. “I can see you are feeling better now and Adam isn’t crying any more. Let’s see if we can be friends and find another car, so you can both play with one.”
* We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
* We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
* We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
* When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
* they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;
* their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
* the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
* the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
* the child has a developmental condition that affects how they behave.
* Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

*Bullying*

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

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

Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

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

**This policy was adopted by St. Marys Pre-School Ltd**

Signed by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Co, Director DATED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ADMINISTERING MEDICATION POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must promote the good health of the children, take necessary steps to prevent the spread of infection, and take appropriate action when they are ill.

**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 | 3.1 Individual needs are met | 4.1 Play and exploration  4.4 Knowledge and understanding of the world |

**Policy statement of intent**

It is our intention to make pre-school accessible to all children where possible regardless of their medical implications. We aim to ensure that all children can access the pre-school where possible.

**Procedures**

* Only medicine prescribed by a practising Doctor will be administered to the child by the pre-school.
* Medication must be labelled by the Doctor/chemist with the child’s name on
* Medication must be in date.
* A medication record sheet will be filled in prior to the administration of medication and every time medication is administered.
* Staff must be trained in how to administer medication prior to child starting pre-school.
* Parents must update staff on any changes to a child’s medication.
* No medication will be administered if it is not prescribed by a doctor.
* If medication requires specialist training, the preschool team will all be trained to administer the medication by a professional.

**Adopted by St. Mary’s Pre-School Ltd**

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Company directors.

Review

**ADMISSIONS POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

Every child deserves the best possible start to life and the support that enables them to fulfil their potential. l

**EYFS key themes and commitments**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.2 Inclusive Practice | 2.2 Parents as partners  2.3 Supporting Learning  2.4 Key person | 3.2 Supporting every child | 4.2 Active Learning |

**Policy Statement of intent**

It is our intention to make our pre-school 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 pre-school through open, fair and clearly communicated procedures.

**Procdures**

In order to achieve this aim, we operate the following admissions policy:

• We ensure that information about our pre-school is accessible - in written and spoken form - and, where possible, in different languages. Where necessary, we will try to provide information in Braille, or through signing or an interpreter.

• We arrange our waiting list in birth order. In addition, our policy may take into account the following:

* Siblings already attending the pre-school.
* Children eligible for the 2 year old grant and Children in care.

• If financially viable, we will try to keep a place available to accommodate an emergency admission.

• We describe our pre-school and its practices in terms which make it clear that it welcomes fathers and mothers, other relations and other carers, including childminders.

• We describe our pre-school and its practices in terms of how it treats individuals, regardless of their gender, special educational needs, disabilities, background, religion, ethnicity or competence in spoken English.

• We describe our pre-school and its practices in terms of how it enables children with disabilities to take part in the life of the pre-school.

• We monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.

• We make our equal opportunities policy widely known.

**Adopted by St. Mary’s Pre –School**

Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Company Director DATED\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewed on:\_\_\_\_\_\_\_\_\_\_\_\_\_

**ALCOHOL AND DRUGS IN THE WORKPLACE POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles

**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 Professional Relationships  2.3 Positive Interactions | 3.3 The emotional environment  4 The wider context | 4.1 Adult Involement  4.2 Decision Making |

**POLICY STATEMENT OF INTENT:**

Our setting prohibits the use of alcohol, e-cigarettes, cigarettes and illegal drugs on the premises. Our intent is to provide the children with the best care possible and we have a duty of care to ensure the health and safety of the children is not adversely affected by staff members who are under the influence of drugs (which includes prescribed medication) and alcohol, which may result in their ability to care for the children effectively.

**Procedures**

We will not knowingly allow any employee, student or volunteer to continue to work with the children if they are ( or we suspect they are as their behaviour places the safety of the children and other adults at risk) under the influence of drugs or alcohol.

If any employee, adult or student is found to be under the influence of drugs or alcohol during, or immediately prior to, their working hours they will be asked to leave the premises immediately and the procedure set out in the ‘disputes and disciplinary policy’ will be followed. All guidelines given by the Disclosure and Barring Service in respect of referrals will be followed when necessary.

Any employee, student or volunteer taking prescribed medication that may affect their ability to care for the children should seek medical advice. They should only work directly with the children. In the event that the advice given is contradictory and the employee is unable to provide the level of care required the setting despite their GP assurances we reserve the right to ask permission to contact the employees GP for further advice (as outlined by ACAS).

Time off for drug/alcohol management treatment will be subject to the same sick leave conditions as outlined in staff contracts.

Staff, students and volunteers will be required to store any personal medication in the kitchen which the children cannot access at any time.

Cross Reference

Health and Safety Policy

Disputes and Disciplinary Policy

Staff Induction Policy

Whistle Blowers Policy

Adopted by St. Marys Pre-School Ltd

SIGNED BY \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Company Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DATED

**ALLEGATIONS OF ABUSE MADE AGAINST A MEMBER OF STAFF**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles

**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 |  |

**POLICY STATEMENT OF INTENT:**

It is our intention to take any allegations seriously and any allegation will be dealt with promptly and professionally. With legal advice where necessary.

**AIM:**

Our aims are for St. Marys Pre-School to be a safe environment for parents and children and staff alike.

**Procedures:**

We advise all parents during their induction on how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone working on the premises occupied by the setting, which may include an allegation of abuse.

We follow the guidance of the **South Gloucestershire Children’s Partnership** when responding to any complaint that a member of staff, or volunteer within the setting, or anyone living 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 anyone living 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 respond to any such allegation by advising the member of staff/volunteer/student or alleged individual to vacate the premises and take legal advice immediately.

We refer any such complaint immediately to the local authority's social care department to investigate. We also report any such alleged incident to Ofsted and what measures we have taken along with reporting these details to the DBS. We are aware that it is an offence not to do this.

We fully co-operate with any investigation carried out by children’s social care in conjunction with the police and any other professional organisation involved.

Where the management and children’s social care agree it is appropriate in the circumstances, the owners 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 South Gloucestershire Children’s Partnership, The Independent Safeguarding Authority (ISA) d the DBS 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.

**Training**

We carry 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. All staff complete a awareness of child neglect/abuse annually. In addition to this two members of staff completing multi agency training every three years. All members of staff are expected to carry out a level one child protection course within their first three months of employment (or at the earliest time relevant training is available ).

**Planning**

The layout of the rooms allows for constant supervision. No child is left alone with any students or volunteers on a one-to-one basis. No child is left alone with any staff or other professional without being visible at any time to others.

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 create within the setting a culture of value and respect for all individuals having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background. We ensure that this is carried out in a way that is developmentally appropriate for the children.

**Confidentiality**

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

**AFTER ALLEGATIONS AND INVESTIGATION**

Depending upon the outcome to what action will be taken after the investigation. If the staff member is cleared of all allegations, then they will return to work with no conditions attached. If the investigations are upheld then the member of staff will be immediately discharged and the contract of employment will be terminated.

ADOPTED BY ST. MARY’S PRE-SCHOOL LTD

SIGNED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DATED\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ COMPANY DIRECTOR

SIGNED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ COMPANY DIRECTOR

REVIEWED ON \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ANIMALS IN THE SETTING POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must promote the good health of the children, take necessary steps to prevent the spread of infection, and take appropriate action when they are ill.

**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 |

**Policy statement of Intent**

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.

**Procedures**

*Animals in the setting as pets*

* We take account of the views of parents and children when selecting an animal or creature to visit the setting for an educational purpose.
* We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.
* Children are taught correct handling and care of the animal or creature and are supervised.
* If animals or creatures are brought in by visitors to show the children they are the responsibility of the owner.
* The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.
* All children/adults will wash their hands prior and after coming into contact with any animal/creature.

***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.
* When going on a farm trip all parents are invited and strict health/safety and hygiene routines are followed.
* **Legal framework**

The Management of Health and Safety at Work Regulations 1999  
**This policy was adopted by St. Marys Pre-School Ltd**

**Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Company Director Dated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Company Director Dated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**ANTI-BULLYING POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

Providers must have and implement a behaviour management policy and procedures.

**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  2.3 Supporting learning | 3.2 Supporting every child  2.3 The learning environment | 4.1 Play and exploration  4.2 Active Learning |

We take bullying and hurtful behaviour very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. Most children under the age of five will at some stage hurt (bite, scratch, hit,) and say something hurtful to another child, many children display this behaviour before they have developed an understanding of their behaviour, it is important to understand that this is not a form a bullying and is a part of childhood behaviours, it is also important to take into account children’s emotions, if their emotions are high at the time, it is not helpful to label this behaviour as ‘bullying’. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt. A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.

**POLICY STATEMENT OF INTENT**

Our Pre-School wants to work with children and parents alike to avoid any unacceptable behaviour towards one another. We take bullying very seriously and will not tolerate this behaviour. We believe that all children should be free to play and learn without the fear of being restricted by others. We aim to provide an environment enriched with acceptable behaviour where children will flourish and develop self- discipline, self- worth and build their confidence.

**PROCEDURES**

The named person responsible for children social and emotional development including their well- being and behaviour is Rachel Moore.

If a child bullies another child or children:

* We show the children who have been bullied that we are able to listen to their concerns and act upon them;
* We intervene to stop the child who is bullying from harming the other child or children;
* We explain to the child doing the bullying why her/his behaviour is not acceptable;
* We give reassurance to the child or children who have been bullied;
* We use the high scope approach to behaviour
* We help the child who has done the bullying to recognise the impact of their actions;
* We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
* We do not label children who bully as ‘bullies’;
* We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
* We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
* We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
* We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.
* We will work together with the parents to support the child in developing acceptable behaviour and use tools such as support plans.

**This policy was adopted by St. Mary’s Pre-School Ltd**

Signed By \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Company Director. DATED\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Company. Director. DATED\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**BEHAVIOUR MANAGEMENT and AGGRESSIVE Behaviour POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must have and implement a behaviour management policy and procedures.

**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  2.3 Supporting learning | 3.2 Supporting every child | 4.2 Active learning  4.3 Creativity and critical thinking |

**Behaviour Management Policy - Statement of intent**

Our pre-school believes that children and adults flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else. We recognise the necessity of managing difficult, unacceptable behaviour. We aim to provide an environment in which there is acceptable behaviour and where children can develop self-discipline and self- worth in an atmosphere of mutual respect and encouragement

**Procedures:**

• The named persons who has overall responsibility for issues concerning behaviour are **Rachel Moore**

• We require the named person to:

- keep her/him up-to-date with legislation and research and thinking on handling children’s behaviour;

- Access relevant sources of expertise on handling children’s behaviour;

- Enable all staff to have relevant training on handling children’s behaviour. We keep a record of staff attendance at this training.

• We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care, courtesy and respect.

• We require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children’s ages and stages of development - for example distraction, praise and reward.

• We familiarise new staff and volunteers with the pre-school’s behaviour policy and its rules for behaviour.

• We expect all members of the pre-school - children, parents, staff, volunteers and students - to keep to the rules, requiring these to be applied consistently.

• We endorse desirable behaviour such as kindness, willingness to share, politeness and respect for others and belongings, by praising the behaviour.

• We avoid creating situations in which children receive adult attention only in return for undesirable behaviour by distraction.

• We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the pre-school.

• When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.

* We use the high scope approach towards behaviour conflict resolution.

• We never send children out of the room by themselves.

• We never use physical punishment, such as smacking or shaking. Children are never threatened with these.

• We do not use techniques intended to single out, humiliate or embarrass individual children.

• We only use physical restraint, such as holding, 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 pre-school leader and are recorded in our Incident Book. A parent is informed on the same day and signs the Incident Book to indicate that he/she has been informed.

In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

• We do not shout or raise our voices in a threatening or frightening way to respond to children’s behaviour.

• We handle children’s unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.

• We work in partnership with children’s parents. Parents are regularly informed about their children’s behaviour by their key person. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.

**AGGRESSIVE BEHAVIOUR - BITING/HITTING/PUSHING/SLAPPING**

**Statement of Intent:**

At St. Mary’s Preschool we acknowledge that aggressive behaviour including /scratching/slapping and hitting are common behaviour’s among young children. We recognise that the majority of children will learn not to hit/bite/scratch/slap in time and we are very clear, calm and firm when a child does use any of these unwanted behaviours and offer praise and warmth when they don’t.

We also acknowledge that these unwanted behaviours can make the parent/carer/educators of the child who has been hurt and the child who has inflicted the behaviour feel a range of emotions. It is important that everyone involved remains calm and consistent in their management of the behaviour.

Children may bite/hit//scratch/slap for a number of reasons including:

* Curiosity – toddlers may bite/hit/slap to see the reaction.
* Frustration –inability to express themselves verbally. Sometimes, if things are not going their way, toddlers may get very angry and frustrated and lash out by biting/hiting/slapping.
* Copying – children who see another child or adult biting may think that this is a good idea, therefore we recommend parents do not play bite or nibble as a sign of affection/slap/tap child for fun
* Seeking attention – biting is a good way of getting others to take notice, even if the attention gained is negative.
* To show emotion – Some children display unwanted behaviour when they are trying to be affectionate as they have not yet learnt how to initiate play cues positively.
* Responding – Some children may respond to a provocation by hitting/scratching/biting/slapping.

Stopping a child from using aggressive behaviour is not easy. It is important that everyone remains calm (the adults dealing with the situation/the parents/the other children) and consistent in the handling of the unwanted behaviour.

If an incident of hitting/biting/slapping/scratching does occur, the parents of both children will be informed of the event. This will also be recorded in the incident/accident book. If your child has bitten another child, you must not bite them as punishment. It sends a confused message to your child. When a child bites we show disapproval and very firmly and calmly say “No we do not bite. It hurts and it is not nice”. We use gesture and facial expression to reinforce the message. We would encourage they give the child they have bitten a hug or gentle stroke to show they are sorry. Extra support is given to the biting child who may be shadowed closely until the phase passes. We would share books with all the children e.g. “Teeth are not for biting!” there are many books available for supporting children who hit/kick/slap/bite/scratch. We also have bracelets and necklaces for children who develop a biting habit.

If a child is a victim of biting/scratching/kicking/slapping/hitting, our staff are trained to deal with this situation and they will immediately comfort the child saying “I am very sorry (name of child) has bitten you.” These behaviours are always taken seriously and staff do their best to ensure that it is stopped as soon as possible. We will not disclose to parents the name of the child who has bitten. It is unnecessary to know their identity, if a problem persists between two children, the parents of these children will both be spoken to and steps will be taken to support both families. Try to remember that all young children are potential biters./hitters/kickers/slappers and scratchers

Adopted by St.Mary’s Pre-School

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Company Director Dated:\_\_\_\_\_\_\_\_\_\_

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Company Director Dated:\_\_\_\_\_\_\_\_\_\_

Review on:

**THE USE OF ‘ Family ’ EARLY YEARS AND ASSOCIATED PARENT SOFTWARE POLICY**

**General Welfare Requirement: Documentation**

Providers must maintain records, policies and procedures required for the safe and efficient management of the settings and to meet the needs of the children.

.**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  1.4 Health and well-being | 2.1 Respecting each other  2.2 Parents as Partners  2.3 Supporting learning  2.4 Key person | 3.1 Observation, assessment and planning  3.2 Supporting every child | 4.1 Play and exploration  4.2 Active Learning  4.3 Creativity and critical thinking  4.4 Personal, social and emotional development |

**Policy Statement of intent**

In our setting we are committed to collecting information/observations for the purposes of tracking the progress, reviewing, planning and assessing each child through their EYFS journey. As well as keeping families up to date with what their child is doing whilst in preschool. We have a duty of care to safeguard the welfare of all children and any information and records we keep about each child.

Our setting uses ‘Famly’ Early Years software to record, plan and assess for children and build their Early Years Learning Journey. We also use Family to liase and communicate with our families.

***This software has a number of features/structure which ensure the online safety of the setting, children and families-***

-all information is password secure to authorised users invited by the setting administrator only

-all information recorded is immediately saved to Famly Cloud servers and is password protected and securely encrypted

- practitioner and parent access is via invitation by the setting administrator only , no access can be made other than through this invitation

***In addition to the software security our setting will ensure the following procedures-***

Parents logging into the system are only able to see their own child’s Learning Journey due to the password protection and unique id.

Parents are asked to sign a consent form giving permission for their child’s image to appear in other children’s Learning Journeys, and to protect images of other children that may appear in any photos contained in their child’s Learning Journey.

In all written observations, other children will not be referred to by their name but as ‘child A,B.C ….. ‘

Practitioners who leave the setting or who are subject to any disciplinary procedure will be removed from use/access by the administrators.

Children who leave the setting will be removed from the setting’s Famly profile on the date they leave the setting, or as soon as their account has been transferred to their new setting (with parental consent)..

Practitioners will not be issued an invite until they have a full enhanced DBS check in place.

For the purposes of transition to school parents will be required to sign to give their permission for their child’s Learning Journey to be shared with the receiving school.

In the event of any safeguarding / access issue as advised by other professionals/parents where a parent/carer should not have access to a child’s records no invitation will be made and previous access withdrawn.

Staff have permission to use the famly app at home in private and confidential area in emergency circumstances. All staff have their own password protection for their use of Famly. Staff have different levels of access to information stored on Famly.

Practitioners using setting tablets at home are asked to sign a declaration regarding their use at home and access to any information stored on ‘Famly’. This is subject to the usual procedures set out in the Staffing and Employment Policy, disciplinary procedures

Parents/ Carers are required to give their written permission for their child’s Learning Journey to be shared with any other childcare professionals.

Policy Adopted by St. Mary’s Pre-School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(date )

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CHILD PROTECTION POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

Providers myst be alert to any issues for concern in the child’s life at home or elsewhere.

**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 | 3.2 Supporting every child |  |

**Policy Statement of intent**

Our pre-school wants to work with children, parents and the community to ensure the safety of children and to give them the very best start in life. Our pre-school is committed to protecting any child from abuse, be it physical, emotional, sexual neglect or exploitation. Our aims are to:

• create an environment in our pre-school which encourages children to develop a positive self- image, regardless of race, language, religion, culture or home background;

• help children to establish and sustain satisfying relationships within their families, with peers, and with other adults;

• encourage children to develop a sense of autonomy and independence;

• enable children to have the self- confidence and the vocabulary to resist inappropriate approaches; and

• Work with parents to build their understanding of and commitment to the welfare of all our children.

Please cross reference this policy to our Safeguarding young people and vulnerable adults policy and our whistle blowing policy.

The legal framework for this work is:

• The Rehabilitation of Offenders Act 1974 (2014)

• The Children Act 1989

• Human Rights Act 1998

• Data Protection Act 1984

• The Protection of Children Act 1999

* The Children Act 2004
* Domestic Violence, crime and victims Act 2004
* Safeguarding Vulnerable Groups Act 2006
* Apprenticeship skills, Children and Learning Act 2009
* Counter-Terrorism and Security Act 2015
* The child Care Act 2006
* Mandatory reporting of female genital mutilation 2015
* Working together to safeguard children 2015 (2018/19)
* Children and social work act 2017

Liaison with other bodies

• We work within the Area Child Protection Committee guidelines.

• We have a copy of Area Child Protection Guidelines available for staff and parents to see.

• We notify the registration authority (**Ofsted)** and the local authority (**South Gloucestershire children’s Partnership**) of any incident or accident and any changes in our arrangements which affect the wellbeing of children.

• We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the pre-school and social services to work well together.

• Records of the local NSPCC contacts are also kept.

• If a report is to be made to the authorities, we act within the Area Child Protection guidance in deciding whether we must inform the child’s parents at the same time.

**Procedures**

**Staffing and volunteering**

* + Our named person who coordinates child protection issues is **Rachel Moore**.
* The deputy officer’s are **Stephanie Berkley and Hollie Edwards.**
* If the designated child protection officer is not available, then the stand in designated officer will be available at all times.
* All staff are DBS checked and have completed staff suitability questionnaire.
* The Child protection lead and deputies will all complete child protection and abuse training, multi agency training and advanced multi agency refresher training biennial ( every two years).
* All staff attend child abuse and neglect training annually
* All staff regularly complete safeguarding questionnaires and scenarios within their CPD.
* . Only employed staff will work unsupervised with children
* All volunteers and students are asked to read and understand our policies. In particular safeguarding policies
* We will provide adequate and appropriate staffing resources to meet the needs of children.
* Anyone applying for a position of employment must have a Disclosure and Barring service check .

The Designated Lead has attended safer recruitment training and will refresh every two years. These procedures are followed during the recruitment process

Applicants are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks 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 police checks for staff and volunteers, to ensure that no disqualified person or unfit person works at the pre-school or has access to the children.

Volunteers do not work unsupervised.

. All staff must abide by the staff behaviour policy.

We abide by the Protection of Children 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 pre-school.

We take security steps to ensure that we have control over who comes into the pre-school so that no unauthorised person has unsupervised access to the children.

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**Disciplinary Action**

Where a member of staff or a volunteer is dismissed from the pre-school or internally disciplined because of misconduct relating to a child, we notify the Department of Health administrators so that the name may be included on the List for the Protection of Children and Vulnerable Adults.

**Training**

We seek out training opportunities for all adults involved in the pre-school to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect and so that they are aware of the local authority guidelines for making referrals. We ensure that all staff knows the procedures for reporting and recording their concerns in the pre-school.

All staff will undergo annual refresher safeguarding courses.

The designated officer, stand in officer and managers will attend Safeguarding training every two years in addition to the annual refresher course.

The safeguarding training that staff attend must cover subjects which include FGM, Peer on peer abuse, anti- terrorism and on line safety along with understanding not only how to protect children, learners ad vulnerable adults but also how safeguarding relates to aspects of care and education, which includes mental health, special educational needs, medical conditions, intimate care and first aid.

**Planning**

The layout of the room allows for constant supervision. Children who require supervision when needing to use the toilet are supervised by employed members of staff only.

**Curriculum**

• We introduce key elements of child protection into our foundation stage curriculum, so that children can develop understanding of why and how to keep safe.

• We create within the pre-school a culture of value and respect for the individual.

• We ensure that this is carried out in a way that is appropriate for the ages and stages of our children.

**Complaints**

• We ensure that all parents know how to complain about staff or volunteer action within the pre-school, which may include an allegation of abuse.

• We follow the guidance of the Area Child Protection Committee when investigating any complaint that a member of staff or volunteer has abused a child.

• We follow all the disclosure and recording procedures when investigating an allegation that a member of staff or volunteer has abused a child as if it were an allegation of abuse by any other person.

• Responding to suspicions of abuse

• We acknowledge that abuse of children can take different forms - physical, emotional, sexual and neglect.

• When children are suffering from physical, sexual or emotional abuse, this may be demonstrated through changes in their behaviour, or in their play. Where such changes in behaviour occur, or where children’s play gives cause for concern, the pre-school investigates.

• We allow investigation to be carried out with sensitivity. Staffs in the pre-school take care not to influence the outcome either through the way they speak to children or ask questions of children.

• Where a child shows signs and symptoms of ‘failure to thrive’ or neglect, we make appropriate referrals.

There is a form for parents/carers to make complaints/raise concerns available.

**Disclosures**

Where a child makes a disclosure to a member of staff, that member of staff:

• offers reassurance to the child;

• listens to the child; and

• gives reassurance that she or he will take action.

The member of staff does not question the child.

**Recording suspicions of abuse and disclosures**

**THIS IS THE PLAN FOR AGREED PROCEDURES OF HOW TO PROTECT A CHILD**

Staff make a record of:

• The child’s name;

• The child’s address

• The dob of the child;

• The date and time of the observation or the disclosure;

• An objective record of the observation or disclosure;

• The exact words spoken by the child;

• The name of the person to whom the concern was reported, with date and time;

• The names of any other person present at the time.

. **The name, date of person information passed on to, including next actions if applicable.**

These records are signed and dated and given to the child protection offer who will keep the record in a separate confidential file. All members of staff know the procedures for recording and reporting.

**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 Area Child Protection Committee does not allow this. This will usually be the case where the parent is the likely abuser. In these cases the investigating officers will inform parents.

**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 Area Child

Protection Committee.

**Support to families**

• The pre-school takes every step in its power to build up trusting and supportive relations among families, staff and volunteers in the group.

• The pre-school continues to welcome the child and the family whilst investigations are being made in relation to abuse in the home situation.

• Confidential records kept on a child are shared with the child’s parents or those who have parental responsibility for the child only if appropriate under the guidance of the Area Child Protection Committee.

• With the provision that the care and safety of the child is paramount, we do all in our power to support and work with the child’s family.

###### **Legal references**

###### Primary legislation

Children Act 1989 – s 47

Protection of Children Act 1999

Care Act 2014

Children Act 2004 s11

Children and Social Work Act 2017

Safeguarding Vulnerable Groups Act 2006

Counter-Terrorism and Security Act 2015

General Data Protection Regulation 2018

Data Protection Act 2018

Modern Slavery Act 2015

Sexual Offences Act 2003

Serious Crime Act 2015

Criminal Justice and Court Services Act (2000)

Human Rights Act (1998)

Equalities Act (2006)

Equalities Act (2010)

Disability Discrimination Act (1995)

Data Protection Act (2018)

Freedom of Information Act (2000)

**Further Guidance**

Working Together to Safeguard Children (HMG 2018)

Statutory Framework for the Early Years Foundation Stage 2021

What to Do if You’re Worried a Child is Being Abused (HMG 2015)

Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism’ (HMG 2015)

Keeping Children Safe in Education 2018

Education Inspection Framework (Ofsted 2019)

The framework for the assessment of children in need and their families (DoH 2000)

The Common Assessment Framework (2006)

Statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE 2015)

***Further guidance***

Information sharing advice for safeguarding practitioners (DfE 2018)

The Team Around the Child (TAC) and the Lead Professional (CWDC 2009)

The Common Assessment Framework (CAF) – guide for practitioners (CWDC 2010)

The Common Assessment Framework (CAF) – guide for managers (CWDC 2010)

Multi-Agency Statutory Guidance on Female Genital Mutilation (HMG. 2016)

Multi-Agency Public Protection Arrangements (MAPPA) (Ministry of Justice, National Offender Management Service and HM Prison Service 2014)

Safeguarding Children from Abuse Linked to a Belief in Spirit Possession (HMG 200)

Safeguarding Children in whom Illness is Fabricated or Induced (HMG 2007)

Safeguarding Disabled Children: Practice Guidance (DfE 2009)

Safeguarding Children who may have been Trafficked (DfE and Home Office 2011)

Child sexual exploitation: definition and guide for practitioners (DfE 2017)

Handling Cases of Forced Marriage: Multi-Agency Practice Guidelines (HMG 2014)

**Adopted by St.Mary.s Pre-School**

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Co. Director DATED\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Co. Director DATED \_\_\_\_\_\_\_\_\_\_\_\_\_

**IMPORTANT CONTACT NUMBERS**

**Rachel Moore – 07779570239 /** [**stmaryspreschoolyate@gmail.com**](mailto:stmaryspreschoolyate@gmail.com)

**Tina Wilson – South gloucs LADO – 01454 868508 / 01454 615165**

**Access and response – 01454 860000**

**Police – 999**

**Ofsted – 03001233155**

**NSPCC – 0800 0280285**

**CHILDREN’S RECORDS POLICY**

**General Welfare Requirement: Documentation**

Providers must maintain records, policies and procedures required for the safe and efficient management of the settings and to meet the needs of the 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 | 3.1 Observation, assessment and planning |  |

**Policy statement of intent**

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

**Procedures**

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

*Developmental records*

* Most children’s developmental records are now stored on Famly (see Use of Family app Policy), however some samples of children’s and summary developmental reports are held in each child’s individual folders. Any child following a support plan will have records held in their individual folders.
* These are usually kept in the playroom and can be freely accessed, and contributed to, by staff, the child and the child’s parents.

*Personal records*

* These include registration and admission forms, signed consent forms, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters and accident and incident forms.
* These confidential records are stored in the pre-school cupboard or the owner’s home (permission from OFSTED and ICO) in locked storage boxes, due to inadequate safe storage in the premises.
* 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.
* 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 (owners home as permission supplied by Ofsted and ICO)..

*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
* GDPR 2017

This policy was adopted by St. Marys Pre-School Ltd

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CHILDREN’S RIGHTS POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must take necessary steps to safeguard and promote the welfare of 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 |

**Policy statement Of intent**

* 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.

**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;
* develop a sense of responsibility towards self and others; and
* be able to represent themselves and others in key decision- making processes.

To be listened to means:

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

**Policy was adopted by St. Mary’s Pre-School Ltd**

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Company Director DATED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Company Director DATED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review on\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CLOSURE POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must take necessary steps to safeguard and promote the welfare of 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 |

**Policy Statement of Intent**

Our Pre-school believes that in a case of an extreme emergency, prevent the spread of disease or if the building is unsafe, we would have to close the premises to protect our children and staff. We recognise the difficult situation this would cause people and would only close if essential. We aim to fully assess the situation and make a smooth and quick decision based on the assessment., The managers will make the final decision to close the session based on this assessment and in line with local authority guidelines, welfare guidelines and would heath organisation guidelines..

**Procedures**

* If children are in attendance, then all children will be gathered together in a safe place.
* All parents/carers will be contacted to collect the children.
* If the premises’ has been closed due to the possibility of spread of infection, the local authority/Ofsted and NHS would be advised. The length of time of closure would be dependent on the cause of closure.
* Parents would be provided with contact number/ face-book page address to keep them informed of the situation.
* In severe weather the pre-school will contact the local radio station and put an update on Tapestry and the settings face-book page with information regarding the closure.

**This policy was adopted at a meeting of St. Mary’s Pre-School Ltd**

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Company Director DATED\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Company Director DATED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review (date)

**COLLECTION OF A CHILD POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must take necessary steps to safeguard and promote the welfare of 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  2.2 Parents as partners | 3.2 Supporting every child | 4.4 Personal, social and emotional development |

**Policy Statement of Intent**

Our pre-school believes that the safety of children is of paramount importance. We ensure that all children in our care remain our responsibilities until they are in the hands of their responsible adult. Our aim is to ensure that all children leave with the correct responsible adult that has been registered on their contact list or that the child’s gate keeper has recorded as a responsible adult who can take the child from the pre-school.

**PROCEDURES**

• If the parent/carer has not been to the pre-school previously, we would introduce ourselves to this person and ensure that members of the staff team can identify this person when child is collected.

• We operate a signing in and time keeping register which is used daily to ensure children are attending pre-school and who is bringing them/picking them up.

• We operate a meet and greet door system, allowing responsible adults into the premises at collection and dropping off times.

• If someone unknown to the pre-school is collecting a child, we operate a password system. Each child’s gate keeper should give the pre-school and the adult collecting the child the password. The main carer should whenever possible also put this information in to the register.

• If an unexpected event happens and parents are unable to pick the child up, parents must ring the pre-school and advise of collectors name and a password.

• If there are custodial rights to a child, then these must be given in writing to the pre-school, stating who has access to the child. Who can/can-not pick the child up

.

**If the person without custodial rights attempts to pick the child up**:

* The person will be asked to leave the pre-school.
* The person with custodial rights will be contacted by telephone
* The police will be contacted by telephone
* The child will be moved away into a safe place with another member of staff
* Staff will not put themselves or anyone else in any danger when dealing with the above. If the child is taken by the above person, the police will be notified immediately along with the custodial parent.

• Parents must inform the staff of any changes with access to the child, that could affect the child and staff within the pre-school.

**Non collection of a child**

* If the person intended to pick a child up does not arrive within ten minutes of the end of the session. The child’s gatekeeper will be telephoned immediately.
* If the gatekeeper cannot be contacted, persons recorded on the child’s record forms will be contacted in order of named preference.
* If no named person can be contacted, social services will be notified after 30 minutes after the end of the session.

**This policy was adopted by St. Mary’s Pre-School Ltd**

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Company Director \_\_\_\_\_\_\_\_\_\_\_\_DATED

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Company Director \_\_\_\_\_\_\_\_\_\_\_\_ DATED

Reviewed on:

**COMPLAINTS POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must take necessary steps to safeguard and promote the welfare of 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 |

## Definition of a Complaint

## An expression of dissatisfaction delivered in writing or orally, whether justified or not, from, or on behalf of, a person or company, about services provided by St. Mary’s Pre-School Ltd Yate.

**St. Mary’s Pre-School Ltd** is committed to providing its customers with the highest levels of service. However, we are aware that from time to time you may be unhappy with the service provided. To deal with this, we have a Complaints Procedure. We believe that complaints can help us see where our services or procedures might be improved, even if the you feel that your concern does not amount to a ‘complaint’, we still want to know about it. Here we set out how you can make a complaint.

**Policy Statement of intent**

**THE AIM OF OUR COMPLAINTS POLICY**

* To provide an effective means to receive complaints about the quality or nature of services.
* To ensure those complaints are acted upon and recorded.
* To seek to resolve complaints quickly and as close to the point of service as is acceptable and appropriate.
* To ensure that responses to complaints are informative and comprehensive.
* To give management an additional tool to monitor the overall performance of the organisation and the extent to which its service objectives are being met.

**OUR STANDARDS FOR HANDLING COMPLAINTS**

Our intention is to deal with all complaints fairly and with integrity. We will treat those making a complaint with courtesy, respect and fairness at all times. We expect that you will also treat our staff dealing with your complaint with the same courtesy, respect and fairness. Complaints will be dealt with in confidence and data kept in line with data protection legislation. Complainants will be treated in accordance with the Equal Opportunities Policy of St. Mary’s Pre-School.

All complaints received will be dealt with confidentially and in accordance with the requirements of the General Data Protection Regulation 2018, subject to the need to disclose information as required by statutory authorities, and/or as a result of statutory, legal or parliamentary obligations placed on St.Mary’s Pre-School Ltd.

**How to make a Complaint**

**INFORMAL COMPLAINTS**

You should attempt to make your complaint to a member of St Mary’s staff closest to the service you want to complain about, but if you are not sure you can speak to any Senior member of staff, Rachel, Steph, Hollie or Sarah. The staff member will try to resolve your complaint immediately or will pass on the matter to a more appropriate colleague who will contact you to deal with the issue as soon as possible. If the matter is resolved at this stage, then no further action will be taken. However, Early Years may keep a record of your complaint to assist in improvement of the service. If your complaint is not resolved informally you may decide to make a formal complaint following the process below. *Please note that you can request to bypass the informal complaint process above and proceed directly to a formal complaints process.*

**FORMAL COMPLAINTS**

You can make a formal complaint verbally, by telephone or in writing to St. Mary’s Pre-School Ltd, Yate Years on 07779570239 by emailing stmaryspreschooolyate@gmail.com

The formal complaints process has the following stages:

**STAGE 1**

The member of Early Years staff who receives the complaint will log your complaint including the date, personal contact details of the complainant and the nature of the complaint.

If your complaint is received verbally or by telephone you will receive an acknowledgement to your complaint by email. If the complaint is received in writing, for example, by email you will receive an acknowledgement of the receipt of the complaint.

Your complaint will be investigated by the Room leaders, Stephanie Berkley or Hollie Edwards, the service you have complained about who may contact you to gather further information. At the completion of the investigation a member of Early Years staff, deemed to be most able to help resolve the issue(s) raised, will contact you with the intention of reaching a resolution. Contact will be by phone although you can request written contact if you would prefer that.

*The timescale from receipt of the complaint to making contact to attempt resolution will be carried out as quickly as possible.*

**STAGE 2**

It is hoped that the complaint will be dealt with at Stage 1. However, if you are not satisfied you can move to Stage 2. At this stage the owner/manager Rachel Moore will investigate the complaint.

Rachel Moore will consider the original complaint, any investigation that took place and the attempt to resolve the complaint at Stage 1 and any other relevant information. They may contact you  to gather further information. They will then contact you with the intention of reaching a resolution to the complaint.

*The timescale from receipt of the complaint to making contact to attempt resolution will be carried out as quickly as possible and should normally be within 28 days. If the complaint is particularly complex and/or requires lengthy investigation it may take longer to review. In this case you will be kept informed of progress.*

**The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Area Child Protection Committee.**

Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of our registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the National Standards for Day Care are adhered to.

The telephone number of our Ofsted regional centre is: 0300 1213 1231

These details are displayed on our pre-school’s notice board.

If a child appears to be at risk, our pre-school follows the procedures of the Area

Child Protection Committee in our local authority.

In these cases, both the parent and pre-school are informed and the pre-school leader works with Ofsted or the South Gloucestershire Children’s Partnership to ensure a proper investigation of the complaint followed by appropriate action.

**Records**

A record of complaints against our pre-school and/or the children and/or the adults working in our pre-school is kept, including the date, the circumstances of the complaint and how the complaint was managed.

**Adopted by St.Mary’s Pre-School**

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Company Director DATED\_\_\_\_\_\_\_\_\_

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Company Director DATED \_\_\_\_\_\_\_\_\_

Review \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Attached – copy of Complaints Record

**CONFIDENTIALITY AND CLIENT ACCESS TO RECORDS POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must maintain records and obtain and share information (with parents and carers, other professionals, working with the child and the police, social services and Ofsted as appropriate).

**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 | 3.1 Observation, Assessment and Planning  3.4 The wider context |  |

**Policy statement**

Definition: **‘**Confidential informationis information that is not normally in the public domain or readily available from another source, it should have a degree of sensitivity and value and be subject to a duty of confidence. A duty of confidence arises when one person provides information to another in circumstances where it is reasonable to expect that the information will be held in confidence.’ (Information Sharing: Guidance for Practitioners and Managers (DCSF 2008).

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, GDPR and the Human Rights Act.

**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.
* 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:

* The setting commits to providing access within 14 days, although this may be extended.
* The owner will prepare the file for viewing.
* 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 owner will check the file and remove any information which a third party has refused consent to disclose. This is done with a thick black marker, to score through every reference to the third party and information they have added to the file.
* 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 will be fully explained via the owner.
* 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
* General Data Protection Regulations (GDPR)

**This policy was adopted by ST. Marys Pre-School Ltd**

SIGNED BY \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Co. Director DATED\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SIGNED BY \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Co. Director DATED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Review \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DATA PROTECTION POLICY (GDPR)**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must maintain records and obtain and share information (with parents and carers, other professionals, working with the child and the police, social services and Ofsted as appropriate).

**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 | 3.1 Observation, Assessment and Planning  3.4 The wider context |  |

**The Data Protection Act**

**Policy Statement**

St Marys Preschool data protection policy refers to our commitment to treat the information provided by or collected from or about, employees, customers, stakeholders and other interested parties with the utmost care and confidentiality.

St Mary’s Pre-school is a Data Controller for the purposes of the GDPR. We will follow the guidelines and legislation as set by the Information Commissioners Office (ICO) on being transparent and providing accessible information to individuals about how we use their personal data: - all data collected will be processed fairly and lawfully. This policy refers to all parties (employees, job candidates, customers, suppliers etc) who provide any type or amount of data to us.

As part of our operations we need to obtain and process information, this information includes any offline or online data that makes a person identifiable such as names, addresses, digital footprints, photographs and financial data.

Our data will be processed in accordance with the General Data Protection Regulations (GDPR) which comes into force on 28th May 2018 and which supersedes the Data Protection Act 1998 and its amendments and which will remain in force until that date;-

The General Data Protection Regulation

The General Data Protection Regulation controls how your personal information is used by organisations, businesses or the government. You have a right to know what information is held about you. Asking for this data is known as making a subject access request. Under the GDPR we the company, must let you know what information is held about you, whether it is held on computers or on paper. We at St Marys Pre-school are allowed to withhold certain information from you, i.e.

* If it could identify someone else who does not want to be identified
* If you are being investigated for a crime

Everyone responsible for using data has to follow strict rules called ‘data protection principles’. They must make sure the information is:

* Collected and used fairly and for lawful purposes only.

Processed by the company using one of the six lawful bases defined under the GDPR which are:-

* Legal Obligations
* Contractual Necessity
* Consent
* Legitimate Interest
* Vital Interests
* Public task
* And are used for limited, specifically stated purposes
* Accurate and kept up to date
* Stored for the minimum, legal required amount of time or as started by our data retention policy,
* Handled securely, according to people’s data protection rights under the GDPR
* Kept safe and secure, protected against any unauthorized or illegal access by internal or external parties.

The information will not be will not be distributed to any other party other than the ones agreed upon by the data owner or under lawful basis as shown in our data privacy notices (with the exception of circumstances where the law allows or where a lawful reason permits (for example in urgent matter where the vital interests of a person requires it.)

In addition to ways of handling the data the company has direct obligations towards people to whom the data belongs. Specifically we must;

* Let people know which of their data is collected
* Inform people about how we process their data
* Inform people about who has access to their information
* Have provisions in place in cases of lost, corrupted or compromised data.
* Allow people to request that we modify, erase, reduce or correct data contained in our data bases.

With this policy, we ensure that we gather store and handle data fairly, transparently and with respect towards individual rights.

St Mary’s Pre-school regularly trains staff on cyber awareness and in understanding what common attempts to hack computers looks like, such as phishing. We use Government Cyber Awareness training to make sure our staff are aware of the dangers of cyberspace and hackers. We update our software automatically as each new update comes out from the manufacturer or developer. We do not allow our staff to download unauthorised Software onto the computers to prevent attacks from hackers. We do not allow unauthorised hardware to be attached to our computers for the same reason. We regularly access the ICO website to inform ourselves of the latest updates on data breaches and awareness. We back our systems up using a separate back up which is stored in a safe place off site.

For our manual filling systems, our files are under a lock and key, in a locked cupboard at the owners home office or within the locked cupboard within the preschool premisis, with restricted access. There are spare keys which the hall manager holds, for security reasons and as a backup in case of loss.

**This policy was adopted by ST. Marys Pre-School Ltd**

SIGNED BY \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Co. Director DATED\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SIGNED BY \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Co. Director DATED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Review \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DUMMY/ BOTTLE POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

Providers must have a clear and well understood policy and procedures for assessing any risks to children’s safety.

**EYFS key themes and commitments**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.1 Child Development  1.4 Health and Well being | 2.2 Parents as partners  2.3 Supporting Learning  2.4 Key person | 3.2 Supporting every child.  3 The learning environment  3.4 The wider context | 4.1 Play and exploration  4.2 Active Learning  4.4 Areas of learning and development |

**Policy statement of Intent**

We aim to give all the children in our care the time to make sounds and explore their own mouths and keep children healthy. We believe that proactive steps can be taken to ensure the children develop the best speech and language possible in our setting, and, that parents and child care professionals can work together, this pre-school will practice the following;

**Rationale**

Babies and young children spend lots of time making sounds and exploring their own mouths and voices before they begin to use words. In doing so they are not only practising and developing the skills needed for speech, but they are also encouraging other people in the world to notice them and communicate with them. Research shows that children who suck dummies through the day make fewer sounds, gain less experience of using their voices, and hear less language from adults around them. A dummy prevents the tongue from moving, tongue movement is vital in making correct sounds. If toddlers are allowed to continue to suck a dummy and talk with it in their mouths, there is also a risk that the child will learn distorted patterns of speech because the teat prevents normal movements at the front of their mouth. These patterns may be difficult to change later on and result in a child experiencing difficulties in social and friendship situations.

Prolonged use of pacifiers has been linked to dental problems and increased ear infections both of which can have a negative impact on speech and language learning. Often children that experience prolonged sucking and have under developed oral motor muscles may be unable to make the change to solid, hard and chewy foods. These children will prefer to eat dissolvable/ mushy food. Long use of pacifiers has also been shown to cause distortion in tooth development which can lead to prolonged dental treatment later in life.

**Procedures**

**2 year room –** All dummies must be named for hygiene reasons

* All dummies to be provided in a sealable/washable/named box/bag for hygiene reasons
* All drinks to be provided in an age appropriate bottle/cup with no teat (unless for medical reasons).

We understand a dummy can be a source of comfort when a child is upset, and may form part of a child’s sleep routine, it is our policy that the key person/adults will encourage the children to only use a dummy at these times if necessary. The key person will work with parents to phase out dummies and bottles sensitively and taking into account children’s emotional needs. Parents will be made aware of this policy and the rationale and we will work with parents to achieve this.

**Pre-School Room -** The pre-school room is a ‘dummy free’ zone and we communicate this to parents and children clearly. If children bring a dummy into the pre-school room, they will be asked to put it back in their bags. Exceptions will be made during initial settling in or in extreme/ medical circumstances if necessary. Staff will work with parents to make the non-use use of a dummy achievable.

This policy was adopted by St Marys Pre-School Ltd

Signed…………………………………Rachel Moore Director…………………….Dated

Review on:……………………………

**E – Safety Online Policy**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

Providers must have a clear and well understood policy and procedures for assessing any risks to children’s safety.

**EYFS key themes and commitments**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.3 Keeping Safe | 2.2 Parents as partners | 3.3 The learning environment  3.4 The wider context | 4.2 Active Learning |

The Preschool recognises that the internet is now part of many individuals everyday life and can be useful and entertaining for children to discover and learn about the environment in which they live in.

**Policy Statement of Intent**

We intend to keep children safe from harmful web materials and cyber bullying. The setting has the use of tablets for children to develop information technology skills, these tablets are not internet enabled to ensure that the children cannot access harmful materials or in appropriate web sites. All the staff in the setting have the use of tablets which can be connected to the internet, the staff may use the internet with children to look up information to help develop their interests in certain areas of the curriculum and to extend their learning opportunities.

**Procedures**

* Children can not bring their own tablets into the setting.
* Adult’s must remain with children when they are searching for information on the adult’s tablets.
* A designed member of staff is responsible for e-safety and online usage, this member of staff is \_\_\_Sarah Moesley \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cross reference with social media, mobile phones policy, Safeguarding and Child Protection Policies.

This policy was adopted by St Marys Pre- School Ltd

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Rachel Moore Company Director \_\_\_\_\_\_\_\_\_\_\_\_dated

Reviewed

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Early Years Education Grant Funding Entitlement/ extended free entitlement funding POLICY**

**General Welfare Requirement: Learning and development, Assessment and Safeguarding and Promoting Children’s Welfare**

**EYFS key themes and commitments**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.2 Inclusive Practice, entitlements |  |  |  |

**Policy statement of Intent**

We aim to ensure that all children and the families using our setting are aware of and understand the requirements set in receiving the education grant funding and we will make all possible adjustments to ensure that all children are able to attend for their entitlement.

We will work together with other professionals in enabling families that are entitled to the extended 15 hours free entitlement funding in being able to access this entitlement.

**Procedures**

* All children attending the setting will be offered any available spaces when they become entitled to the free education grant funding as long as the setting can meet the child’s individual needs.
* The setting will make all available adjustments possible to ensure they are able to offer all children the entitlement, as long as they can meet the child’s needs and keep the child safe from harm and, learning and developing.
* If the setting is unable to meet the child’s individual needs, assessments and referrals will be made with the intent of gaining support and working towards the setting being able to meet the child’s needs and for the child to be able to receive their entitlement, this may include applying for an Education Health Care Plan, where South Gloucestershire Council will be responsible for funding the necessary support required to ensure the child will be able to access their entitlement.
* We will check original copies of documentation confirming the child has reached the eligible age on initial registration for all free entitlements.
* If any copies of a child’s documentation are kept, they will be securely placed.
* Parents must provide written consent / sign the parent declaration form EY4P to receive their free education funding entitlement
* A four week notice period is required when leaving the setting, four weeks education entitlement funding from the notice date will be kept by the setting.
* We will offer eligible 2 year old’s spaces when available in our two year old room.
* Only children who have successfully obtained a valid 2 year code will be offered 2 year old funded place.
* In addition to the universal 15 hours ¾ year old funding entitlement. We will offer the extended 15 hours free entitlement funding to those in receipt of a valid unique code.
* We will check the validity of the extended 15 hours free entitlement each half term.
* If a parent loses their free entitlement of the extended 15 hours, they are responsible for ensuring their fees are paid after the grace period ends.
* We do not keep spaces for paying children only, all spaces are available to children in receipt of the education entitlement.
* Any sessions taken above the free entitlement will be charged at the session rate.
* A voluntary contribution will be asked for to cover the costs of snack and consumables

This policy was adopted by St Marys Pre-School Ltd

Signed…………………………………Rachel Moore Director…………………….Dated

Signed ………………………………..Elizabeth Jardine Director………………… Dated

Review on:……………………………

General Information regarding universal 15 hours education Grant Funding

15 hours free entitlement for all ¾ year olds – all 3 and 4 year olds become entitled to the government free early years education entitlement the term after their third birthday and remain entitled until the child reaches compulsory school age (5 years old). However if a child starts attending school on a part-time staggered entry system, the early years entitlement can not be claimed, all the finances are paid directly to the school from the local authority. We do not offer school staggered child care whilst a child is starting compulsory education.

|  |  |  |
| --- | --- | --- |
| 1st September | 31 December | 13 weeks (Autumn) |
| 1st January | 31 March | 12 Weeks (Spring) |
| 1 April | 31 August | 13 Weeks (Summer) |

30 hour extended entitlement

To be eligible for the extended 15 hours, a parent, and any partner must each expect to earn on average at least £120 per week (work for at least 16 hours at the national minimum living wage). You can not claim for the extended 15 hours if the parent, and any partner expect to earn £100,000 or more. For more information visit [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk) to apply. Circumstances are checked regularly, if you lose your entitlement, there will be a grace period until the funding ends. The entitlement will start the term after you have applied (as above).

|  |  |  |
| --- | --- | --- |
| Date Parent receives ineligible decision on reconfirmation | LA audit date | Grace Period End date. |
| 1 January – 10 February | 11 February | 31 March |
| 11 February – 31 March | 1 April | 31 August |
| 1 April – 26 May | 27 May | 31 August |
| 27 May – 31 August | 1 September | 31 December |
| 1 September – 21 October | 22 October | 31 December |
| 22 October – 31 December | 1 January | 31 March |

2 year old funding entitlement

To be eligible for 2 year old funding, you must apply via the local authority and will be given a code which will last until the child is entitled to their 3/4 universal funding. You may be entitled if you earn under £16,000 / If you are in receipt of certain benefits. The funding will the commence the term after the child’s second birthday.

**EMERGENCY EVACUATION POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

Providers must have a clear and well understood policy and procedures for assessing any risks to children’s safety.

**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 |  |

**Policy statement of Intent**

Fire safety and emergency evacuation:

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge 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.

**Procedures**

* The basis of fire safety is risk assessment. The risk assessment is carried out daily by a ‘competent person’.
* Fire doors are clearly marked, never obstructed and easily opened from the inside.
* The premises is rented, the landlords have a risk assessment which states that the building is exempt from using smoke detectors/alarms. Fire-fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
* Our emergency evacuation procedures are approved by the Health and Safety Officer and are:
* explained to new members of staff, volunteers and parents; and
* Practiced regularly at least every term.
* Records are kept of fire drills and the servicing of fire safety equipment.

*Emergency evacuation procedure*

* A long loud whistle is blown
* The children line up at the main door
* The building is fully checked by a designated adult
* A designated adult takes the phone and contact details.
* The children are made familiar with the sound of the fire alarm.
* The children staff and parents know where the fire exits are.
* The children are led from the building to the assembly point.
* The children are counted and perform a registration by the designated person.
* The length of time is takes is recorded.
* The person in charge calls the emergency services when in the event of a real fire.
* A designated person contacts the parents.

*The fire drill record sheets held in the back of the risk assessment contains:*

* Date and time of the drill.
* How long it took.
* Whether there were any problems that delayed evacuation.
* Any further action taken to improve the drill procedure.

**Legal framework**

* Regulatory Reform (Fire Safety) Order 2005

**This policy was adopted by St. Marys Pre-School Ltd**

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Company Director Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Company Director Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Equality and Diversity Policy**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must take necessary steps to safeguard and promote the welfare of children.

**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 |

**Policy statement of Intent**

We recognise and value the importance of diversity and promoting equalityWe will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins while others may be more removed from close kin or may live with other relatives or foster carers. Some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment.

Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment.

Our 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 and diverse family structures, diverse ethnic and cultural groups and disabled people;
* improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
* challenge and eliminate discriminatory actions;
* make inclusion a thread that runs through all of the activities of the setting; and
* foster good relations between all communities.

**Procedures**

*Admissions*

Our setting is open to all members of the community.

* 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 a protected characteristic as defined by the Equalities Act 2010. These are:
  + disability;
  + race;
  + gender reassignment;
  + religion or belief;
  + sex;
  + sexual orientation;
  + age;
  + pregnancy and maternity; and
  + marriage and civil partnership.
* We will not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability provided we are able to financially and physically support and meet the needs of the child and family required in terms of Health, Safety and staffing (We would contact the local authority to liaise in ways to support and enable a child to attend our setting. .
* We ensure wherever possible that we have a balanced intake of boys and girls in the setting.
* We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting to the best of our ability within our environment restrains and in the curriculum offered.
* We take action against any discriminatory behaviour by staff or parents whether by:
  + direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;
  + indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
  + association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
  + perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. assuming someone is gay because of their mannerism or how they speak.
* 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 DBS. 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 to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

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 good about themselves and others;
* ensuring that children have equality of access to learning;
* undertaking an access audit to establish if the setting is accessible to all 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 and abilities, e.g. recognising the different learning styles of girls and boys;
* positively reflecting the widest possible range of communities in the choice of resources;
* avoiding stereotypes or derogatory images in the selection of books or other visual materials;
* celebrating a wide range of festivals;
* creating an environment of mutual respect and tolerance;
* differentiating the curriculum to meet children’s special educational needs;
* helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
* ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
* ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
* ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

*Valuing diversity in families*

* We welcome the diversity of family lifestyles and work with all families.
* We encourage children to contribute stories of their everyday life to the setting.
* We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.
* For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
* We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.
* We take positive action to encourage disadvantaged and under-represented groups to use the setting.

*Food*

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

*Meetings*

* Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
* We positively encourage fathers to be involved in the setting especially those fathers who do not live with the child.
* Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all mothers and fathers have information about and access to the meetings.

*Monitoring and reviewing*

* To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets 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 2010
* Children Act 1989, 2004
* Special Educational Needs and Disability Act 2001

**This policy was adopted by ST. Marys Pre-School**

Signed by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Co. Director DATED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Co. Director DATED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**EQUIPMENT AND RESOURCES POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

Outdoor and Indoor spaces, furniture and equipment must be suitable for their purpose

**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 |  |

**Policy Statement of intent**

We believe that high quality care and education is promoted by providing children with safe, clean, attractive, age and stage appropriate resources, toys and equipment. We aim to provide children with resources and equipment which help to consolidate and extend their knowledge, skills, interests and aptitudes.

**Procedures**

In order to achieve this aim:

• we provide play equipment and resources which are safe and - where applicable

- conform to the BSEN safety standards or Toys (Safety) Regulation (1995);

• we provide a sufficient quantity of equipment and resources for the number of children;

• we provide resources which promote all areas of children’s learning and development, which may be child- or adult-led;

• we select books, equipment and resources which promote positive images of people of all races, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping;

• we provide play equipment and resources which promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children;

• we provide made, natural and recycled materials which are clean, in good condition and safe for the children to use;

• we provide furniture which is suitable for children and furniture which is suitable for adults;

• we store and display resources and equipment where children can independently choose and select them;

• we check all resources and equipment regularly as they are set out at the beginning of each session and put away at the end of each session. We repair and clean, or replace any unsafe, worn out, dirty or damaged equipment;

• we use an inventory to:

- review the balance of resources and equipment so that they can support a range of activities across all areas of play, learning and development; and

- record the dates and results of checking the resources and equipment;

• we provide adequate insurance cover for the pre-school’s resources and equipment;

• we use the local library to introduce new books to support children’s interests; and

• we plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges is offered.

• a risk assessment is carried out daily to ensure all equipment/activities are safe and in good working condition.

**Adopted by St.Mary’s Pre-School**

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Co. Director DATED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Co. Director DATED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Review :

**HEALTH AND SAFETY POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

Providers must ensure that their premises must be safe for children to use and premises must be secure. Provider must promote the good health of children attending their setting.

**EYFS key themes and commitments**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.3 Keeping safe | 2.2 Respecting each other  2.2 Parents as partners | 3.3 The learning environment  3.4 The wider context |  |

**Policy statement of Intent**

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

* We aim to make children, parents 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:
* He/she is competent to carry out these responsibilities.
* He/she has undertaken health and safety training and regularly updates his/her knowledge and understanding.
* We display the necessary health and safety poster in

*Insurance cover*

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

**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.
* Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the setting.
* As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
* We operate a no smoking policy.
* 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.
* Adults do not remain in the building on their own or leave on their own after dark.
* The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.
* We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used. This states what the risks are and what to do if they have contact with eyes or skin or are ingested. It also states where they are stored.
* We keep all cleaning chemicals in their original containers.

*Doors*

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

*Floors*

* All floor surfaces are checked daily 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.
* Storage heaters are checked daily to make sure they are not covered.
* 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.
* Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
* Where water can form a pool on equipment, it is emptied before children start playing outside.
* Our outdoor sand pit is covered when not in use and is cleaned regularly.
* All outdoor activities are supervised at all times.

*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 routine for the setting which includes play room(s), 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.
* Nappies are bagged and taken home with the child for disposal..
* 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;
* providing tissues and wipes; and
* ensuring individual use of flannels and towels.

*Activities and resources*

* Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.
* The layout of play equipment allows adults and children to move safely and freely between activities.
* All equipment is regularly checked for cleanliness and safety 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 who are sleeping are checked regularly.
* 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.
* Large pieces of equipment are discarded only with the consent of the manager and the chairperson or owner

**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 Revised 2009)
* Health and Safety Regulation…A Short Guide (HSE 2003)
* Electrical Safety and You (HSE 1998)
* Working with substances hazardous to health: What You Need to Know About COSHH (HSE Revised 2009)
* Manual Handling – Frequently Asked Questions (HSE)

**Adopted by St. Marys Pre-School**

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Co. Director DATED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Co. Director DATED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FEES POLICY  
General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

**EYFS key themes and commitments**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
|  | 2.2 parents as partners | 3.2 Supporting every child.,  3.3 The learning environment |  |

**Policy statement of Intent**

The pre-School recognises the need for affordable childcare with a range of flexible sessions using a friendly, experienced team to offer a wide range of experiences whilst maintaining good staff:child ratio. We aim to keep the pre-school affordable to all families whilst being able to be sufficiently support the pre-school business financially.

**PROCEDURES**

* Pre-school fees/costs are advertised on main bulletin board.
* Fees will be reviewed annually to ensure the pre-school is affordable and maintainable.
* Fee invoices to be given to parents at the beginning of each term ( six terms each year).
* Fees should be paid within 14 days.
* Arrangements concerning difficulties of making payments or how to pay by instalments or childcare vouchers can be discussed and arranged with the mangers.
* No charge for bank holidays, forced closures, inset days.
* Family holidays, child absences ( due to illness or any other reason) must be paid for at the normal fee rate.
* A fee refund in the event of notice given will only be given if 28 days written notice is submitted to the managers.
* Any fee reductions will be at the discretion of the two managers.

**Additional Costs**

A daily charge for resources/snack/extra curriculum activities is chargeable to all families unless children on in receipt of EYPP, this current charge is £1.00 a day and will be invoiced a term in advance and payable within 14 days.

**Payment Details-**

Fees should be paid by the date indicated on invoice (14 days). In the event of non- payment a reminder will be issued (after these initial 14 days) requesting payment be made within the next 14 days at the latest. If payment is not received within these 14 days a late fee charge of £2 per day will be charged and the child’s place risks being forfeited with immediate effect due to non- payment .

**Policy adopted by St. Mary’s Pre-School**

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Company Director DATED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FOOD AND DRINK POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious.

**EYFS key themes and commitments**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.3 Keeping safe | 2.2 Parents as Partners | 3.3 The learning environment  3.4 The wider context | 4.4 Physical Development |

**Policy Statement of intent**

This pre-school regards snack times as an important part of the pre-school’s session. Eating represents a social time for children and adults and helps children to learn about healthy eating. At snack times, we aim to provide nutritious food, which meets the children’s individual dietary needs. We aim to meet the full requirements of Ofsted’s Care Standards on Food and Drink (Standard 8).

**Procedures**

• Before a child starts to attend the pre-school, we find out from parents their children’s dietary needs, including any allergies.

• 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 updated record to signify that it is correct.

• We implement systems to ensure that children receive only food and drink which is consistent with their dietary needs and their parents’ wishes.

• We plan menus in advance, involving children and parents in the planning.

• We provide nutritious snacks, avoiding large quantities of fat, sugar and salt and artificial additives, preservatives and colourings.

• We include foods from the diet of each of the children’s cultural backgrounds, providing children with familiar foods and introducing them to new ones.

• 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 snack times so that they are social occasions in which children and staff participate.

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

• We provide children with utensils that are appropriate for their ages and stages of development and which take account of the eating practices in their cultures.

• We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the session.

• We have rules about children sharing and swapping their food with one another in order to protect children with food allergies.

• For children who drink milk, we provide whole and pasteurised milk.

* Children bring their own lunches in a sealed named lunch box if they are staying for lunch.
* Parents are provided with leaflets and information regarding suitable amounts and healthy range of food options.
* In the induction meeting staff talk about sensible healthy lunches to provide parents with information regarding what is healthy amounts for pre-school age children.
* Parents provide children with their own drinks which can be accessed at all times. Parents are advised water is preferable, however it is the parents responsibility to provide the child’s own drink. We will provide children with water or milk at all times.

Adopted by St.Mary’s Pre –School

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Company Director DATED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Company Director DATED\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Food hygiene**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

There must be an area which is adequately equipped to provided healthy meals, snacks and drinks for children as necessary.

**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 |  |

(Including procedure for reporting food poisoning)

**Policy statement of intent**

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

* Snacks.

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

**Procedures**

* All staff understand and are trained in food preparation understands the principles of Hazard Analysis and Critical Control Point (HACCP)..
* 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 the daily risk assessment carries out daily opening and closing checks on the kitchen to ensure standards are met consistently. 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 notifiable disease under the Public Health (Infectious Diseases) Regulations 1988 the setting will report the matter to Ofsted.

**Legal Framework**

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

Cross reference with Food Policy

This policy was adopted by St. Marys Pre-School Ltd

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Company Director Dated \_\_\_\_\_\_\_\_\_\_\_\_

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Company Director Dated \_\_\_\_\_\_\_\_\_\_\_\_

Review\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INCLUSION POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

Providers must have and implement a policy, and procedures to promote equality of opportunity for children in their care.

**EYFS key themes and commitments**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.2 1.2 Inclusive Practice | 2.1 Respecting each other  2.2 Parents as Partners | 3.2 Supporting every child | 4.4 Personal, Social and emotional.  Physical Development |

***POLICY STATEMENT OF INTENT***

All Children and their families/carers are welcome to the Pre-School regardless of gender, Religion, culture, sexuality, class, family status, disability, colour, language, belief, ethnic origin or status of residency. This concept applies to all aspects of our policy. We welcome all with equal opportunity and anti-discriminatory practise. We believe that children flourish within a multi-cultural surrounding. We work in accordance with relevant legalisations.

***.*** *Disabled Persons Act 1958/1986*

***.*** *Race Relations Act 1976/2000*

***.*** *Children’s Act 1989*

***.*** *Human Rights Act 1998*

***.*** *Sex Discrimination Act 1986*

***.*** *Disability Discrimination Act 1995*

***.*** *Special Education Needs and Disabilities Act 2001*

We aim to provide the equality of opportunities to all. We recognise that some social groups can experience difficulties, we aim to bridge this gap and give support and help to ensure that all children and their families can be included in our setting.

**PROCEDURES**

**Admissions (cross reference with Admissions policy)**

Children are offered a place in birth order – regardless of developmental age, ability, disability, etc.

We try to keep one place free per session (if this is financially viable) to accommodate for emergency admissions..

**Toilet Training (See Toilet Training and Nappy changing Policy)**

Children will not be discriminated against and will be offered a place whether they are toilet trained or not. We believe that many children will in time become toilet trained. We keep spare clothes and are fully prepared for dealing with accidents. Any soiled items, will be sent home in a sealed bag, which the carer must supply. We do not have any incinerator to deal with Nappies or Pull ups.

All staff are aware of health and hygiene routines and will wear appropriate gloves when changing children and hands will be washed correctly. Children will be encouraged and shown how to wash hands correctly.

***SPECIAL NEEDS (Cross Reference with Special education needs/disability policy)***

We ensure that our inclusive admissions practice ensures equality of access and opportunity.

We have access to a disabled toilet.

We have a ramp into the back door and into the setting.

We have a Senco in the setting – who actively keeps up to date with training and information.

We work in partnership with other professionals who may be involved with the child and family.

All children are treated with equal concern.

We will make reasonable adjustments to include any child with a particular disability, by ensuring that our staff are in full understanding of the child’s needs and any resources that will be required. (Visual aids, Braille, etc)

All staff have attended some makaton training. Half of all staff have been level 1 and 2 makaton trained. We have trained staff who could take the role of lead professional in the Common Assessment Framework process if required.

**LANGUAGE (Cross Reference with equal opportunities policy)**

We welcome all children regardless of language.

We would ask the carer to advise us of how to pronounce important words, such as toilet, drink, and the child’s name etc.

We would ask the carers to give us as much information as possible to support the child and give the child a sense of belonging with some recognisable resources.

We would ask for additional support from outside professionals in understanding the child’s language and culture.

We will provide activities that will reflect the child/children’s different cultures and languages.

We believe that having children with an additional language would be an asset to our setting and provide all our children with enrichment and better understanding of the world we live in.

**FOOD AND DIETARY REQUIREMENTS ( Cross Reference with Food and Drink policy)**

At snack times, we provide a wide varied snack, we ensure that we offer foods and drink that our suitable to all our children, taking into account any medical requirements, religious requirements, cultural requirements and personal views towards food, such as vegetarians and vegans.

We offer a range of food to coincide with religious festivals, different countries traditional foods and topics.

We offer a healthy lifestyle towards our food and drink, providing only water/milk unless otherwise required as above.

We ask all carers and children when the start the setting if there are any requirements and ensure the information is put on the child’s personal records and also on the contact sheet in the front of the register.

**FAMILIES (Cross Reference with Equality and Diversity and Parental Involvement Policies.)**

We offer parental conference meetings to keep our families informed.

Parents with parental responsibility can have separate parental meeting, legal documentation may be required to ensure that both parents are treated equally and legally.

Any other individual who wishes to attend parental meetings must have permission from both parents with parental responsibility. The owners of the pre-school must be made aware by the persons with parental responsibility if there is anyone who they do not want to attend these meetings and given any legal documentation if necessary.

We offer a range of different times and can include home visits if within a 5 mile radius if required to ensure that all families can be given the meetings at a convenient time when possible, we ask parents to understand that this is a rented premises and we can only be as flexible as the landlord allows.

Parents/ family members and carers must be aware that abusive/ intimidating behaviour towards any staff member will not be tolerated under any circumstances.

We offer opportunities for family members to help during sessions and accept any support with preparation for activities out of sessions.

We offer an “open door” policy so that carers and staff can discuss any issues at convenient times.

With regard to Fee’s arrangements can be made by discussing personal requirements with the owners. We offer flexibility to those who need it.

With regard to transportation issues, we will help support the families in gaining additional support and funding to address these issues.

**HEALTH AND MEDICATION(Cross Reference with administering children’s medicine and health/Safety and hygiene policies)**

We will take full professional training to give medication as required. The child’s key-worker and another member of staff will undertake this responsibility to give the child continuity and the spare member of staff for emergency requirements.

At least two members of staff hold first aid certificates.

We have a medication record form; this is filled in if medication is required at all.

Parents must provide medication and sign medication record form to give permission for medication to be given.

Any medication that might be required is stored in the kitchen cupboard.

All personal hygiene issues are given in privacy, to avoid embarrassment and maintain dignity to the child.

**EMPLOYMENT (Cross Reference with Staffing and employment policy)**

When a position becomes available, it is advertised with the local employment office and the Early Years and Childcare office.

We welcome applicants from all sections of the community.

Applicants will be considered on the basis of their suitability for the post, regardless of gender, race, religion, culture, age, ethnic origin and sexual orientation.

We have a ramp to the main door and there is access to a disabled toilet.

Any opportunities for promotion are advertised with all staff, and all staff are offered training and courses to keep themselves up to date.

We discuss any training courses in our weekly meetings, to ensure everybody is kept up to date.

We provide a budget so that staff can go on training courses and all staff are asked to go on accredited teacher training.

We offer appraisals to our staff members.

Each staff member is allocated a time to do observations and planning, and paperwork.

All staff support each other with flexibility, ensuring that we always have a good ratio and are able to cover for each other when required.

**MONITORING AND EVALUATION.**

All staff are asked to evaluate activities and resources.

All staff participate in individual planning and group planning for all children in the setting

All staff share information and ask for support and evaluation when exploring new ideas.

Parents are encouraged to contribute to their child’s planning needs via their child’s learning journal and we provide ‘Parent Voice’ observation sheets for them to use at home .

Policies and Procedures are regularly evaluated and readdressed. We take into account any training we have received, information we have been sent. We also take into account any changes in our setting to maintain up to date policies.

Our policies are evaluated regularly, ensuring that our inclusion policy states clearly are objections in all areas.

We go over our resources termly and purchase or borrow items as necessary to ensure the accessibility and inclusion of all.

We recognise the fact that changes in our policies and guidelines may be required at times. To do this we keep ourselves up to date and discuss ideas with other agencies.

**CURRICULUM (Cross Reference with equipment and resources policy)**

All Children have their own individual learning story which is documented on the Capture system and , which their key-worker is responsible for. We discuss the planning requirements with carers as required.

The Key-worker is responsible for maintaining children’s individual skills, interests and ensuring we provide the opportunity to fulfil their learning potential.

All staff observes children, to give varied observations for their key-worker to plan with.

All Children are given the opportunity to share information and news with the group or with their chosen adult. We hold a news time in registration, where children can chose to speak to the group.

We ask carers to keep us informed of anything that could affect a child’s feelings, mood’s, etc.

We offer free play, which is regularly changed; children are free to choose what activity they wish to take part in. And we ensure there is a good range which offers suitability to all.

We ask children before putting their work on display. Children can choose to put work on display.

We take photographs of the children during sessions and activities that are displayed and also taken home.

We take into account the differences between children when setting up the environment of our setting. Some children like to play around a table whilst others prefer to lie down and spread out whilst in play; we ensure we change the set up of our activities to suit both.

This policy was reviewed and adopted by St.Mary’s Pre-School

*signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Rachel Moore\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATED*

*Company Directors. Reviewed on:*

**INFORMATION SHARING POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must maintain records and obtain and share information to ensure the safe efficient management of the setting. .

**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 |  |

**Policy Statement of Intent**

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 follow GDPR guidelines.

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 will be made by both owners of the pre-school. The three critical criteria are:  
Where there is *evidence* that the child is suffering, or is at risk of suffering, significant harm.

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

**Procedures**

Our procedure is based on the 7 golden rules for information sharing as set out in *Information Sharing: Guidance for Practitioners and Managers (DCSF 2008).*

* 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.

1. We openly explain how, when and why information will be shared about them and with whom. Seek consent to share information, unless it puts the child at risk or undermines a criminal investigation.   
   In our setting we ensure parent (through open evenings, visits and welcome pack) :

* receive information about our information sharing policy when starting their child in the setting.
* 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.

1. We seek advice when there are doubts about possible significant harm to a child or others.

* The owners will refer information to the child protection officer who may speak to children’s social care for advice where they have doubts or are unsure.

1. Share with consent where appropriate. Respect the wishes of children and parents not to consent to share confidential information. However, in the interests of the child, know when it is reasonable to override their wish.

* Guidelines for consent are part of this procedure.

1. The owners are conversant with this and are able to advise staff accordingly. Consider the safety and welfare of the child when making a decision about sharing information – if there are concerns regarding ‘significant harm’ to the child. The child’s well-being and safety is paramount.  
   In our setting we:

* record concerns and discuss these with the setting’s *designated child protection person* 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.

1. Information shared should be accurate and up-to-date, necessary for the purpose it is being shared for, shared only with those who need to know and shared securely.

* 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.

1. Reasons for decisions to share information, or not, are recorded.

* Provision for this is set out in our Record Keeping procedure

*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.
* We may cover this verbally when the child visits.
* Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries, to the next provider/school.

We 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?
* If the information is 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?
* If the decision is to share, are you sharing the right information in the right way?
* 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
* General Data Protection Regulations

This policy was adopted by St. Marys Pre-School ltd

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Company Director Dated\_\_\_\_\_\_\_\_\_\_\_\_

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Company Director Dated\_\_\_\_\_\_\_\_\_\_\_\_

Review

**KEY PERSON POLICY**

**General Welfare Requirement: Organisation**

Each child must be assigned a key person.

**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 |

**Policy statement of intent**

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

They 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.

**Procedures**

* The allocation of Key-person is age dependant. A 2 year old’s key-worker will be allocated before the child starts, a ¾ year old key-worker will be allocated during the child’s first month. A 2 year old will often require a closer bond with a specific adult immediately, whereas a ¾ year old will often be drawn towards a specific adult, in this case that adult will become that child’s key person.
* The 2 year old’s key person is responsible for the induction of the family and for settling the child into our setting all staff will be responsible for the induction and settling in of the ¾ year olds.
* The key person offers unconditional regard for the child and is non-judgemental.
* The key person works with the parent to plan and deliver a personalised plan for the child’s well-being, care and leaning.
* 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.
* The key person encourages positive relationships between all children and spends time individually with each of their key children as much as possible.

*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, information days and evenings 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.
* 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. 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.
* We judge a child to be settled when they have formed a relationship within the setting.
* When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
* We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left.
* We 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 term of starting we discuss the child’s transition into pre-school and the child’s development.

**This policy was adopted by St. Mary’s Pre-School Ltd**

Signed by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review on\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Lockdown Policy**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must take necessary steps to safeguard and promote the welfare of 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  2.2 Parents as partners  2.4 Key person | 3.4 The wider context |  |

Procedure

In the event on an unauthorised person or persons trying to enter the Youth Hall without permission then we will immediately instigate our Lock Down Procedures -

1.The manager in charge will communicate the threat to the nearest member of staff then call 999 and collect the register sheet for that day and the contacts box and telephone to take to our ‘safe place’(2 year old room).

2. All remaining members of staff will be responsible for the following; ringing the pre-school bell and gathering all the children together to line up and go into the ‘safe place’ . Once in the ‘safe place’ the blinds and kitchen metal grill will be pulled down and the children will be seated calmly and quietly on the floor.

3. One member of staff will count the children in the group whilst the manager in charge quickly checks the premises for any other children. Once we are sure that all of the children and staff members are accounted for we will close the doors and place the metal toy trolley and toy kitchen/table across the inside of the doors to our ‘safe place’ and await police assistance.

4. After the danger has passed and it is safe for us to leave our ‘safe place’ we will gather the children into the book corner in the main room whilst the manager in charge calls parents/carers to inform them what has happened if this is deemed, by the manager/emergency services as appropriate.

Ofsted and South Gloucestershire Early Years and South Gloucestershire’s Children’s Partnership will be informed of the incident within 24hrs of it happening.

This policy/procedure was adopted by St. Mary’s Pre-School

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Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_Reviewed

**Looked after children’s Policy**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must take necessary steps to safeguard and promote the welfare of children.

**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 |

**Policy statement of Intent**

St. Marys Pre-School is 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 a 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 may have experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, 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 do not refer to such a child using acronyms such as LAC.
* We offer places for funded two, three and four-year-olds who are in care to ensure they receive their entitlement to early education.
* We will always offer ‘stay and play’ provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
* 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.

**Procedures**

* The designated person for looked after children is the designated child protection co-ordinator/setting owner.
* A looked after child will have their key person allocated before they start. 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 (owner) 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, any additional considerations will be discussed such 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.
* 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;
* Whether the child’s parents can view their child’s tapestry account will be discussed with social care.
* 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.
* 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)
* *Children and social work Act 2017*
* *Working together to safeguard children 2018/19*

This policy was adopted by St. Marys Pre-School Ltd

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Review on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Lost Child Policy**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must take necessary steps to safeguard and promote the welfare of children.

**EYFS key themes and commitments**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.1 1.3 Keeping safe | 2.2 Parents as partners  2.4 Key person | 3.4 The wider context | 4.4 Personal, social and emotional development |

**Policy Statement of intent:**

At St. Mary’s Pre-School Ltd it is our intent to provide the highest standards of education possible, at the same time as keeping the children safe and secure. Our intent is to consider and reflect upon the security and safety of the children in our care regularly and respond both with haste and with the benefit of the children first and foremost. We provide guidelines which have been devised to ensure all staff members are able to respond appropriately. We aim to:-

Allow children to enjoy a full range of activities within a safe and secure environment.

• Provide guidelines which must be followed in the event of a child going missing.

**Should a child become a lost either from the premises or during an outing the following procedure should be followed**:-

• Check the area (Indoors and Outdoors, if on premises and the surrounding area if on a local outing). thoroughly for any signs of child. If on premises, check that there has been no lapse in security (doors/windows).

• Check the register with all children present.

• Person in charge to delegate member of staff to organise search and a member of staff to organise and continue care of rest of the group.

• Person in charge to inform police and then inform the child’s carer of incident and inform them that their child is missing.

• Key-worker to liaise with parent after initial phone call.

• Person in charge is responsible for writing up report following incident.

**GUIDELINES IF INCIDENTS RESULTS IN AN INVESTIGATION**

The person in charge will carry out a full investigation taking written statements from all the staff present at the time. The person in charge will write a full report detailing times and events of the incident. A conclusion will be drawn as to how the breach of security happened. If the incident warrants a police investigation all staff will co-operate fully and at this point the police will take over the investigation. Social services may be involved if it seems there is a child protection issue to address. South Gloucestershire’s Children’s Partnership and Ofsted will be informed immediately and any written evidence be forwarded to them. This policy was adopted by St. Mary’s Pre-School Ltd

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Company Director\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_dated

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Company Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_dated

Review

**MAINTAINING CHILDREN’S SAFETY POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must take necessary steps to safeguard and promote the welfare of children.

**EYFS key themes and commitments**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.3 Keeping safe | 2.2 Parents as partners |  |  |

**Policy statement of intent**

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

**Procedures**

*Children's personal safety*

* We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the Criminal Records Bureau.( staff employed before September 2013) and by the DBS (Staff employed after September 2013.
* Adults do not normally supervise children on their own.
* Whenever children are on the premises at least three 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 times of the children's arrivals and departures are recorded.
* The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
* Our systems prevent unauthorised access to our premises.
* A member of staff stands at the entrance/exit during times in which the door is open.
* The personal possessions of staff and volunteers are securely stored during sessions.

**This policy was adopted by St. Marys Pre-School Ltd**

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**MANAGING CHILDREN WITH ALLERGIES POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must promote the good health of the children, take necessary steps to prevent the spread of infection, and take appropriate action when they are ill.

**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 |  |

(Including reporting notifiable diseases)

**Policy statement of intent**

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

**Procedures 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 risk assessment form and medication form is completed by the parent
* This form is kept in the child’s personal file and a copy is displayed where staff can see it.
* Parents/Professionals will be asked to train staff in how to administer special medication in the event of an allergic reaction.
* All staff have paediatric first aid training which includes administering an epi pen.
* Generally, 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.

* All medication including oral medications must be prescribed by a GP. The pre-school must be provided with clear written instructions on how to administer such medication and the storage of medication in the designated area must be abided by.
* Parents must give prior written consent. This consent must be kept on file

*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).

* IF a child requires a health plan, it must include:
* Letters from the child's GP/consultant, medical professional 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.
* Details of a child’s health plan may be given to the insures of the pre-school to ensure insurance is adequate.

**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 – A staff member will call the parents and asks them to collect the child, or send a known carer to collect on their behalf.
* In extreme cases of emergency the child should be taken to the nearest hospital and the parent informed.
* After diarrhoea, parents are asked to keep children home for 48 hours..
* The setting has a list of excludable diseases and current exclusion times.

*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.

**Further guidance**

**This policy is adopted by St. Marys Pre-School Ltd**

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**MOBILE PHONE POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

Providers must train all staff to understand their safeguarding policy and procedures..

**EYFS key themes and commitments**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.3 Inclusive Practice | 2.1 Respecting each other  2.2 Parents as partners  2.3 Supporting Learning | 3.2 The wider context |  |

**Policy statement of intent**

We intent to keep the pre-school accessible for communication and contact during any emergency situation by having a telephone. We intend to adopt and use procedures and policies which ensure that the safety of the children in our care is paramount. We have well thought out procedures for the use of mobile phones in our setting to safeguard the children in our care. We aim to provide the children in our care with the full attention of the staff and avoid the distractions of mobile phones. We aim to have a procedure in place which ensures that the children are safe from the risk of being photographed in any way which is not in line with our ‘Use of Cameras Policy’.

**PROCEDURES**

We do not allow the use of mobile phones ( with the exception of the managers phones ) during session times both indoors and outdoors.

The managers phone will be used by all staff as a parental contact number and staff emergency number but will not be used as a camera or for any multi-media purposes.

All staff will deposit their phones in a plastic box which will remain in view of staff at all times. Visitors and visiting parents (out with the normal drop off and pick up times) will be asked to place their phone in this container as well during their stay. The manager’s phone will remain on the ledge by the register and can be answered by any member of staff.

Staff will be allowed to check their phone if it rings during session ( not to check texts) and they may ask to return calls if it is thought to be an emergency involving their children or family members. Any calls they return will be made standing beside the register table or in the kitchen if there are no children in the kitchen end room at the same time.

Staff may check their phones in the kitchen on their breaks as long as the barrier is down between the kitchen and the 2 year room or no children are in the room.

**This policy was adopted by St. Mary’s Pre-School Ltd**

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Company Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DATED

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Company Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATED

**NAPPY CHANGING POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must promote the good health of the children, take necessary steps to prevent the spread of infection, and take appropriate action when they are ill.

**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 | 4.4 Physical development  Personal, Social and emotional development |

**Policy statement of intent**

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

**Procedures**

* A list of children who require changing, or supporting with toileting is kept by the register, the list is checked daily and children are checked regularly.
* Each young child has their own bag with their nappies or ’pull ups’ and changing wipes.
* Gloves and aprons are put on before changing starts and the areas are prepared.
* All staff are familiar with the hygiene procedures and carry these out when changing nappies.
* In addition, key persons ensure that nappy changing is relaxed and a time to promote independence in young children.
* Changing mats are wiped after each use.
* 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. They should be allowed time for some play as they explore the water and the soap.
* Key persons are gentle when changing; they avoid pulling faces and making negative comment about ‘nappy contents’.
* Key persons 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 and ’pull ups’ are disposed of hygienically. They are bagged and taken home with the child.

This policy was adopted by St. Mary’s Pre-School Ltd

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Company Directors

**NO SMOKING POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

Providers must have a no smoking policy and must prevent smoking in a room, or outside play area.

**EYFS key themes and commitments**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.3 Inclusive Practice  1.3 Keeping Safe  1.4 Health and Well | 2.1 Respecting each other  2.2 Parents as partners  2.3 Supporting Learning | 3.2 Supporting every child |  |

**Policy Statement of intent**

St. Mary’s Pre-School believes that the health and safety of children is of paramount importance. We make our pre-school a safe and healthy place for children, parents, staff and volunteers. We abide by a non-smoking policy for all members of staff and individuals inside the premises. We aim to make children, parents and staff aware of health and safety issues in relation to smoking in the presence of children and in an environment for children. And remove any hazards and risks to enable the children to thrive in a healthy and safe environment.

**Procedures**

1. There is no –smoking allowed on the premises.
2. There is no-smoking around the outside play area.
3. No members of staff will smoke in the presence of children.
4. There should be no smoking in or near the entrance/exit of the building.
5. Cross Reference with health and safety policy.

**Policy Adopted by St. Mary’s Pre-School Ltd**

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Oral Health POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

Providers must have a no smoking policy and must prevent smoking in a room, or outside play area.

**EYFS key themes and commitments**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.3 Inclusive Practice  1.3 Keeping Safe  1.4 Health and Well | 2.1 Respecting each other  2.2 Parents as partners  2.3 Supporting Learning | 3.2 Supporting every child |  |

**Policy Statement of intent**

Please note that during the Covid-19 outbreak, tooth brushing in the setting may pose a risk of cross-infection. Please speak to your Oral Health adviser in your local area for clarity.

**Oral health**

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

* Fresh drinking water is available at all times and easily accessible.
* Sugary drinks are not served.
* In partnership with parents, babies are introduced to an open free-flowing cup at 6 months and from 12 months are discouraged from using a bottle.
* Only water and milk are served with morning and afternoon snacks.
* Children are offered healthy nutritious snacks with no added sugar.
* Parents are discouraged from sending in confectionary as a snack or treat.
* Staff follow the Infant & Toddler Forum’s Ten Steps for Healthy Toddlers.
* Oral hygiene activities are included in planning
* The setting co-ordinates with local oral health and ensure procedures are reviewed regularly, additional guidance from the local team may be added to this procedure.
* Parents are *advised* to stop using dummies/pacifiers once their child is 12 months old.
* Dummies that are damaged are disposed of and parents are told that this has happened

**Further guidance**

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

This Policy has been adopted by St Mary’s Pre-School Ltd

igned by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reviewed on

**OUTDOOR POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

Providers must provide access to an outdoor play area.

**EYFS key themes and commitments**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.3 Inclusive Practice  1.3 Keeping Safe  1.4 Health and Well | 2.1 Respecting each other  2.2 Parents as partners  2.3 Supporting Learning | 3.2 Supporting every child | 4.1 Play and exploration  4.2 Active Learning  4.3 Creativity and critical thinking.  4.4 Areas of learning and deelopment |

**Statement of Intent**

Our Pre-School believes that all children have the fundamental right to play. Children benefit from outdoor play by experiencing a range of natural resources, spontaneous learning opportunities and freedom in space. The opportunity for outdoor play encourages physical development and provides a wide learning tool within the environment. We aim to give our children the opportunity to enjoy the outside world every day, and to engage in a range of spontaneous activities within the natural environment. We aim to give the children the chance to run freely no matter what the weather throws at us.

**Procedures**

We will use our playground area as often as possible.

We will provide stimulating resources.

We will provide good staff ratio.

We will offer challenging play opportunities free from unacceptable risk.

We will use natural areas when possible.

We will build up our language by talking about the world around us.

We will provide a range of activities.

We encourage carers to provide suitable clothing for children to ensure children can participate in outdoor play no matter what the weather.

We provide wet weather trousers and welly boots when children do not have their own.

We will visit our local Park. (After thoroughly checking – please see risk assessment folder.)

We will visit the local school conservation area.

We will visit and create nature trails.

We will visit the local schools climbing and balancing area.

We will walk through the graveyard, listening to the variety of noises.

Adopted by St. Mary’s Pre –School Ltd

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Company Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DATED

Signed by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Company Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATED

Reviewed On:-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PARENTAL/VOLUNTEER INVOLVMENT POLICY**

**General Welfare Requirement: Organisation**

Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles.

**EYFS key themes and commitments**

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| --- | --- | --- | --- |
| **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 |  |

**Policy statement of intent**

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.

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 Safeguarding Children publication.)

**Procedures**

* We have a means to ensure all parents are included – that may mean we have different strategies for involving parents who work or live apart from their children, this includes mothers, fathers and step parents with parental rights. .
* 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 inform all parents on a regular basis about their children's progress, this is done via parental meetings, children’s capture accounts or personal communication, parents are given access to the pre-school email where they can contact the managers or key worker if they choose.
* We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's Capture account/written developmental records.
* We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
* We consult with parents about the times of meetings to avoid excluding anyone, this is advertised on the settings face-book account, through newsletters and on the entrance door.
* 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 welcome the contributions of parents, in whatever form these may take.
* We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.
* We provide opportunities for parents to learn about 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.

**This policy was adopted at a meeting by St. Mary’s Pre-School Ltd**

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Rachel Moore Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PLANNING FOR A HUMAN INFLUENZA POLICY/Outbreak Plan**

**General Welfare Requirement: Organisation**

Providers must take necessary steps to prevent the spread of infection**.**

**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 | 3.2 Supporting every child |  |

**Policy statement of intent**

The Pre-school believes that the health and safety of children is of paramount importance, we make our pre-school a safe and healthy environment for children, parents and staff. We have set out contingency plans for our setting and our responsibilities. We aim to identify and reduce the risk to children, staff and parents and make everyone aware of the health and safety guidelines to follow in the event of a pandemic.

**Procedure**

1. To identify symptoms of pandemic flu.

a. Fever

b. Cough and shortness of breath

c. Sudden onset on the symptoms

d. Symptoms can come on quickly.

e. Aching muscles

f. Sore throat

g. Headache

h. Loss of appetite

i. Lethargy/listlessness

j. Chills

k. Runny nose/sneezing

2. To quarantine a child with these symptoms in a quiet area with a member of staff until child’s carer arrives. (cross reference sick child and health and safety policy). Staff member with child will wear complete PPE ( mask, apron, gloves) and the area will be thoroughly cleaned when the child leaves.

3. We will contact the main carer or emergency carer of the child..

4. We will follow the government welfare requirements.

5. We will make sure all equipment is fully wiped and cleaned.

6. We will advise all parents of the pandemic.

7. We will advise the other hall users and the trustees of the pandemic

8. We will advise the local authority and as per welfare guidelines.

9. We will follow the latest government guidance at all times.

**Coronavirus/Covid19 and any other world health pandemic.**

We take the health of our c hildren and the staff very seriously and we will follow all guidelines/official advice given by The World Health Organisation, Public Health England and The Department of Education.

**Outbreak Plan/Procedure.**

* All families are asked to follow the official advice at all times
* All staff to follow the official advice at all times.
* We will work hard to ensure our preschool is safe and ready to deal with the pandemic
* There will be increased and enhanced cleaning rotas in place.
* Individuals are asked to take a lateral flow test before visiting the setting.
* Children wash their hands on entering the premises and are taught the correct hand washing procedure as part of our curriculum.
* We have an isolation box, any child displaying any signs of the virus, will be isolated, the member of staff looing after the child will wear full PPE, mask, gloves and apron. The area that the child has been isolated in will be thoroughly cleaned and left for the duration of the time as government guidelines. The unwell child parents are contacted immediately.
* We will follow the guidelines when making decisions of what happens next
* IF the local authority or government states that the preschool has to shut then an enforced closure will happen for the designated period of time as dictated by the local authority/government.
* A copy of the latest guidelines follows this policy plan

There is a Covid 19 folder which holds all relevant policies and actions plans that were adhered to during the Covid 19 pandemic starting in March 2020.

**This policy was adopted by St. Mary’s Pre-School Ltd.**

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PLAY POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The daily experience of children in early years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training skills and knowledge.

**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  1.4 Health and Well | 2.1 Respecting each other  2.2 Parents as partners  2.3 Supporting Learning | 3.1 Observations, Assessment and planning  3.2 Supporting every child  3.3 The learning environment | 4.1 Play and exploration  4.2 Active Learning  4.3 Creativity and critical thinking  4.4 Areas of learning and development |

**Statement of Intent**

We believe that all children have the fundamental right to play. We believe that children should be free to enjoy playing as an end in its self. Children learn to be flexible, imaginative, and independent and learn to work as a team through play. Children benefit from play in a wide range of aspects. The opportunity for children to play is considered one of the indicators of a mature, developed, wealthy society. We believe that play is essential for children’s health, happiness as well as a learning tool. We aim to give children the opportunity to engage in unstructured play, developing confidence, creativity and self-esteem. We combine carefully planned, structured fun activities through to unstructured and some adult supported play.

**Procedures**

Children are able to pick and choose, which area they wish to play in.

We will provide interesting and stimulating resources.

We will provide a range of imaginative play areas.

We will create varied scenes to support imaginative play.

We will provide a good range of open ended resources

We will provide a good staff ratio to build up conversation and social skills.

We will adjust and amend play materials to ensure activities are inclusive to all.

We will provide a change of resources regularly.

We will change our planning to coincide with children’s interests.

We will support child-led play.

We will borrow resources when available.

We aim to offer a range of play opportunities to cover every learning and developmental area.

We will offer challenging play opportunities free from unacceptable risk.

We will respect diversity, accepting that all children are unique.

We will use natural areas where ever possible.

**Adopted by St.Mary’s Pre –School**

signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**POTTY/ TOILET TRAINING POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

Providers must take all the necessary steps to keep children safe and well.

**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  1.4 Health and Well | 2.1 Respecting each other  2.2 Parents as partners  2.3 Supporting Learning  2.3 Key person | 3.2 Supporting every child | 4.4 Personal, social and emotional Development  Physical Development |

**Policy Statement of Intent**

All children are welcome to the Pre-School regardless of gender, Religion, Culture or background.

We welcome all with equal opportunity and anti-discriminatory practise.

We work in accordance with relevant legalisations

Disabled Persons Act 1958/1986

Race Relations Act 1976/2000

Children’s Act 1989

Human Rights Act 1998

Sex Discrimination Act 1986

Disability Discrimination Act 1995

Special Education Needs and Disabilities Act 2001

**Procedures**

* Children will not be discriminated against and will be offered a place whether they are toilet trained or not
* We understand this can be a busy stressful time; added to the stress can be the thought of starting Pre-School.
* We believe that many children will in time become toilet trained. We are there to support this achievement and make it as stress free as possible.
* Children will be encouraged to use the toilet along with the other children.
* We will support your wishes when to begin toilet training and children will be encouraged, praised and supported through this learning curve.
* If the child is making good progress in the session time in this area, we will discuss with parents to start potty training.
* A lot of praise will be given to children when achieving this target.
* We keep spare clothes, and are fully prepared for dealing with accidents.
* Any soiled underwear will be send home in a sealed bag.
* Any nappies or pull ups will be sent home in a sealed bag, which you must supply. We do not have any incinerations to deal with Nappies or Pull ups.
* There is a changing mat and children’s privacy will be fully protected when dealing with any changing or accidents.
* Children will be taken into the toilets and changed in a comfortable manor.
* All staff is aware of health and hygiene routines and will wear appropriate gloves when changing a child.
* Children will be encouraged and shown how to wash hands correctly.

**Adopted by St.Mary’s Pre School Ltd**

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PREVENT DUTY AND BRITISH VALUES POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The daily experience of children in early years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training skills and knowledge.

**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  1.4 Health and Well | 2.1 Respecting each other  2.2 Parents as partners  2.3 Supporting Learning  Key person | 3.1 Observations, Assessment and planning  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  4.4 Areas of learning and development |

**Statement of Intent**

We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

‘On July 1st 2015, the government made it law that all education establishments and early years settings across the United Kingdom have a duty to of the Counter Terrorism and Security Act 2015 to keep children and adults safe from harm and the potentials of radicalisation. Setting also have a duty to promote the welfare of each child, as required by law to *‘have a regard to preventing people being drawn into terrorism’*

Our setting strives to encourage free thinking and ultimately provide all children with an understanding of compassion, consideration and tolerance when living in a free, equal and fair society. We take Safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent duty we will;

**What are these values ?**

Democracy- Decision making is an integral part of our everyday practice. This is something we all do with the children, helping them make healthy choices, supporting their activity decisions and encouraging them to think about their role within the preschool community.

Rule of law- We foster an ethos that rules (when necessary) matter. We encourage children to take part in making and deciding rules to help children develop an understanding of the importance of the need to have rules in some situations.

Individual Liberty – We believe that children should develop a positive sense of themselves

Mutual Respect and Tolerance – We foster an eths of inclusivity and tolerance, we have a regard and respect for different view, faiths, beliefs, cultures and races. We believe that all children and practitioners are valued for who they are, both within the setting and the wider community.

**Procedures:**

. We demonstrate these values on a daily basis through the implementation of early years activities and the rules and routines of the setting.

. We, as staff follow set rules, such as tidying up and tidy up time, not running inside and not being rude to our peers.

. We are consistent in our implementation of any sanctions and aim to be fair and transparent in our implementation of agreed rules.

. We plan and implement activities that provide opportunities to focus on children’s personal, social and emotional development and children’s development in understanding the world, along with providing discussion points which support the prevent duty guidelines, through these activities we encourage children to think about how they belong in a community, how they react and interact with other people and the wider community whilst developing understanding, self-esteem and tolerance.

. We provide lots of opportunities that enable children to share, turn take and value each other’s opinions, thought processes and beliefs.

. We provide a range of activities and experiences which allow children to explore the language of feelings and responsibility, reflect upon their differences and form and understanding of our rights to different opinions.

. We promote diverse attitudes and challenge stereotypes, resources are activities are carefully chosen to challenge gender, cultural or racial stereotyping.

. We provide open ended resources, where children are encouraged to take risks and develop their self- knowledge, self-esteem and increase confidence in their own abilities.

. We use group times and circle time to practice developing understanding of democracy and to make decisions together, whilst listening to others viewpoints.

. We use a range of books, role play materials and activities that focus on experiencing and understanding other people’s beliefs and cultures.

. Our policies and procedures along with our behaviour management techniques are embedded in these beliefs.

. We provide appropriate training for staff, part of this training will enable staff to identify children who may be at risk of radicalisation. We link other aspects of training that we undertake to these fundamental British vales so they are embedded in our everyday practices and ethos.

. We believe our role is to ‘train children’s eyes’ to the wider community and to provide experiences which develop and foster understanding of differences in our community.

**Our Commitment**

As with managing other safeguarding risks, our staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or seek to hide their views). In line with the Counter Terrorism and Security Act 2015, our setting understands and is able to implement ‘the prevent Duty’ which aims to prevent individuals being drawn into terrorism. In our setting all practitioners have received appropriate training to ensure the following;

Practitioners are aware of commons signs associated with extremism and terrorism.

Practitioners are alert to signs that a child/family may be at risk to the potentials of extremism and terrorism.

Practitioners are aware of the procedures for recording any concerns (Safeguarding policy) and the individuals in the setting they must discuss these concerns with.

Practitioners understand how to make a referral to the relevant authorities in the event of concerns regarding extremism or engaging in any activities which suggest radicalisation.

This policy was adopted by St Mary’s Pre-School Ltd:

Signed ………………………………….Rachel Moore, Company Director …………………..DATED

Review on:…………………………..

**PROCESSING INFORMATION FROM A CAMERA/TABLET POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

Providers must ensure that all staff understand the need to protect the privacy of children in their care.

**EYFS key themes and commitments**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.3 Inclusive Practice  1.3 Keeping Safe  1.4 Health and Well | 2.1 Respecting each other  2.2 Parents as partners  2.3 Supporting Learning | 3.2 Supporting every child |  |

**Statement of Intent**

St. Mary’s Pre-School celebrates children’s learning through visual observations as well as narrative. These photographs are shared with the children and their families in the pre-school setting, some photographs will be used on children’s famly accounts, some may be in the child’s personal learning story, some photographs are on the display board. We aim to keep all our children safe from harm, photographs are taken and printed of children during their time at pre-school to encourage children to celebrate their achievements and enjoy recalling their experiences. We believe that photographic observations provide a wealth of opportunities for children, families and carers to celebrate the children’s achievements.

**Procedures**

• Children and staff are only to use cameras/tablets owned and stored at St. Mary’s Pre-school.

• Parents and carers sign a photograph consent letter to confirm if their child can have photographs taken and if they can be included in photographs that are taken of other children, this is on the registration form. .

• This consent is gathered before children start at the pre-school at the time of registration.

• St. Mary’s Pre-school ltd is registered with the information Commissioners office (ICO).

• We abide by the rules and guidelines set out with the ICO

• These photographs are either printed through the pre-school printer or on a self- serve printer at the local shops, where they are deleted once printed.

• No photographs are taken of children in a room with only one adult

• No photographs will be taken by staff using their own cameras

Staff may use the Ipads at home when necessary to complete work, all IPads are password protected, all staff have their own passwords to access the Famly platform and parents are informed on this within their registration form permission slip. Staff will only use the app in private maintaining confidentiality and complying with GDPR.

• We store some personal information regarding children on the pre-school computer, the computer is in the possession of Rachel Moore. The information stored is back up copies to children’s emergency contacts, IPP, government grant information and session’s attendance and all other documentation relating to running a childcare business. The computer is password protected and all documents are kept in locked boxes.

**This policy was adopted by St. Mary’s Pre-School Ltd**

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rachel Moore (Owner) DATED:

**PROVIDER RECORD KEEPING POLICY**

**General Welfare Requirement: Documentation**

Providers must maintain records, policies and procedures required for the safe and efficient management of the settings and to meet the needs of the children.

**EYFS key themes and commitments**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.1 Child Development  2 Inclusive practice | 2.1 Respecting each other  2.2 Parents as partners  2.3 Supportive learning | 3.1 Observation, assessment and planning  3.2 Supporting every child. | 4.4 Areas of learning and development |

**Policy statement of intent**

* 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.
* Records of Children’s attendance/ personal information.
* 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.

**Procedures**

* All records are the responsibility of the owners..
* 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
* General Data Protection Regulations 2017

**This policy was adopted by St. Marys Pre-School Ltd** Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CompanyDirector Dated\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PUPIL PREMIUM POLICY**

**General Welfare Requirement: Documentation**

Providers must maintain records, policies and procedures required for the safe and efficient management of the settings and to meet the needs of the children.

**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  1.4 Health and Well being | 2.1 Respecting each other  2.2 Parents as partners  2.3 Supportive learning  2.4 Key person | 3.1 Observation, assessment and planning  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  4.4 Areas of learning and development |

The aim of Pupil Premium is to close the gap between children from disadvantaged backgrounds and other children, by providing settings with additional funding. All children aged three and four, who meet the criteria set by the government will benefit from this funding. The funding is paid directly to the setting on an hourly rate basis. Pupil premium funding must be spent on the learning and development requirements of the individual children that are in receipt of the funding, how this money is spent should be discussed between the individual child’s family and the setting.

There is strict criteria for children to be eligible for the EYPP funding;

Are in a low-income family and their parents are in receipt of benefits (one or more), for example, Child Tax Credit and Income Support;

Have been adopted from care;

Have left care through special guardianship;

Have been looked after by the local authority for at least the span of one day;

Are subject to a child arrangement order.

**Policy statement of intent**

We aim to provide all children in our care with good-quality education and care with the intent this will help them succeed at school and later in life. Furthermore this contributes to creating a society where opportunities are equal regardless of background. We intent to use the EYPP additional funding provided to raise the quality of provision we offer, by extending staff training, purchasing relevant resources and activities along with buying in specialist services to support families and children.

**Procedures**

. Our pre-school will use the additional funding in the following ways:

. Continue our commitment to furthering our knowledge within our Continuing Professional Development by attending relevant training.

. Buy in any specialist services to support families and children (this includes the cost of staffing such events), such as, healthy cooking, parenting classes and information awareness sessions.

.Providing additional staff to allow us to provide more acceptable child:adult ratios, to enable smaller group times and targeted learning opportunities can occur.

. Purchasing additional resources.

. Support families financially in being able to attend any school trips which might not be financially possible.

. Support families in being able to attend pre-school if transport is a financial issue.

. provide resources that can be transferable from home to school.

. We will measure the impact of the EYPP funding, reviewing the data collected on children’s attainment and review our strategies to support any children who are falling behind or who are in danger of doing so.

. We will hold discussions with children in receipt of EYPP funding’s families.

. All records are kept in an orderly way (as per provider record keeping policy).

This policy has been adopted by St Marys Pre-School Ltd

Signed ……………………………………Rachel Moore, Co Director………….

Signed……………………………………., Co Director……….

Reviewed:

 /

**RECORDING AND REPORTING OF ACCIDENTS/INCIDENTS POLICY**

**General Welfare Requirement:**

**Providers must maintain records, policies and procedures required for the safe and efficient management of the setting and to meet the needs of the 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 | 3.4 The wider context |  |

(Including procedure for reporting to HSE, RIDDOR)

**Policy statement of intent**

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.

**Procedures**

*We use our Family app to record accidents within the setting. This form is kept on the child’s personal account.*

Any pre-existing injury/Accident form that a parent must complete is then kept safely and accessibly with children’s personal files.

* There are spare accident/incident forms in the back of the signing in folder which is accessible to all staff Only employed staff / parents or the person who brings the child in with an injury will complete the forms, all staff have been trained how to complete these forms using the TED method.
* Accidents and pre-existing injuries are reviewed at least half termly to identify any potential or actual hazard

Ofsted is notified of any injury requiring treatment by 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.

Information for reporting the incident to Health and Safety Officer is detailed in the Pre-school Learning Alliance’s *Accident Record* publication.

*Our incident forms*

* We have ready access to telephone numbers for emergency services, including local police.
* Our premises is rented, we have access to the person responsible and that there is a shared procedure for dealing with emergencies.
* We report all incidents to the trustees of the premises; 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.
* On the incident form 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.

**Legal framework**

* Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR 1995)  
  **This policy was adopted at St. Mary’s Pre-School Ltd**

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Company Directors

Review on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**RISK ASSESMENT POLICY**

**General Welfare Requirement: Suitable premises, environment and equipment**

Outdoor and indoor spaces, furniture and toys must be safe and suitable for their purpose.

**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 |  |

**Policy statement of intent**

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

**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.
* Where more than five staff and volunteers are employed the risk assessment is written and is reviewed regularly.
* We maintain lists of health and safety issues, which are checked daily before the session begins as well as those that are checked on a weekly 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)

**This policy was adopted by St. Mary’s Pre-school Ltd**

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Company directors

Review on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SAFEGUARDING YOUNG PEOPLE AND VULNERABLE ADULTS POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must take necessary steps to safeguard and promote the welfare of children.

**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 | 3.1 Observation, assessment and planning  3.2 Supporting every child.  3.4 The wider context | 4.4 Personal, social and emotional development |

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

# Aim

We are committed to safeguarding children, young people and vulnerable adults and will do this by putting young people and vulnerable adult’s right to be ‘*strong, resilient and listened to* ‘at the heart of all our activities.

St Mary’s Pre-School ‘three key commitments’ are broad statements against which policies and procedures across the organisation will be drawn to provide a consistent and coherent strategy for safeguarding children young people and vulnerable adults in all services provided. The three key commitments are:

1. St Mary’s Pre-School is committed to building ‘a culture of safety’ in which children, young people and vulnerable adults are protected from abuse and harm in all areas of its service delivery.
2. St Mary’s 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 are worried a child is being abused’ (HMG 2015) and ‘No Secrets (updated by the Care Act 2014) and Working Together 2018.*
3. ST Mary’s 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 children, young people, and vulnerable adults, through its curriculum, promoting their right to be ‘*strong*, *resilient* *and* *listened to’*.

### NB: A ‘young person’ is defined as 16–19-year-old. In an early years setting, they may be a student, worker, or parent.

A ‘vulnerable adult’ (see guidance to the Care Act 2014) as: *'a person aged 18 years or over, who is in receipt of or may need community care services by reason of 'mental or other disability, age or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation'*. In early years, this person may be a service user, parent of a service user, or a volunteer.

**Procedures – Staffing and Volunteering – Key commitment 1.**

We have a ‘designated person’, sometimes known as the designated lead for safeguarding, who is responsible for carrying out child, young person, or adult protection procedures.

* The Designated person is Rachel Moore with deputies Hollie Edwards and Stephanie Berkley
* There designated person reports to a ‘designated officer’ responsible for overseeing all child, young person or adult protection matters.
* The ‘designated person’ and the ‘designated officer’ ensure they have links with statutory and voluntary organisations regarding safeguarding children.
* The ‘designated person’ and the ‘designated officer’ ensure they have received appropriate training on child protection matters and that all staff are adequately informed and/or trained to recognise possible child abuse in the categories of physical, emotional and sexual abuse and neglect.
* The designated person and deputies, all complete child abuse and neglect training, multi agency training and advanced multi agency training biennial (update every two years).
* The designated person is also an ACE (Adverse Childhood experiences) Ambassador and attends an ACE network.
* The designated person has completed safer recruitment training and will refresh biennial (every two years)
* All remaining employed staff have at least a level one Child protection abuse and neglect, which includes FGM and Honour based violence. All staff also complete refresher prevent training annually.
* The ‘designated person’ and the ‘designated officer’ ensure all staff are aware of the additional vulnerabilities that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation or culture and that these receive full consideration in child, young person or adult protection related matters.
* The ‘designated person’ and the ‘designated officer’ ensure that staff are aware and receive training in social factors affecting children’s vulnerability including
* social exclusion
* domestic violence and controlling or coercive behaviour
* mental Illness
* drug and alcohol abuse (substance misuse)
* parental learning disability
* radicalisation
* The ‘designated person’ and the ‘designated officer’ ensure that staff are aware and receive training in other ways that children may suffer significant harm and stay up to date with relevant contextual safeguarding matters:
* abuse of disabled children
* fabricated or induced illness
* child abuse linked to spirit possession
* sexually exploited children
* children who are trafficked and/or exploited
* female genital mutilation
* extra-familial abuse and threats
* children involved in violent offending, with gangs and county lines.
* The ‘designated person’ and the ‘designated officer’ ensure they are adequately informed in vulnerable adult protection matters.

**Staffing and Volunteers - Key Commitment 2**

* There are procedures in place to prevent known abusers from coming into the organisation as employees or volunteers at any level.
* All staff are required to have a new DBS on employment or to be on the DBS update service, which is checked termly. All staff must complete suitability to work form before employment. DBS are checked termly and staff are asked annually if there is any changes to their circumstances.
* All staff, volunteers and students must read and signed that they fully understand our Child Protection, Safeguarding, whistleblowing and social media policies before attending the setting.
* We abide by Ofsted requirements in respect of references , police checks to ensure not disqualified person or unfit person works or volunteers in the setting.
* We ask all students schools/colleges/placement providers to check their students before allowing them to complete a placement within our setting.
* The manager and at least one room leader will be present during interviews
* The manager will follow safer recruitment guidelines and request references.
* Safeguarding is the responsibility of every person undertaking the work of the organisation in any capacity.
* Volunteers, students and bank staff do not work unsupervised in the setting.
* There are procedures for dealing with allegations of abuse against a member of staff, or **any other person undertaking work whether paid or unpaid for the organisation, where there is an allegation of abuse or harm of a child. Procedures differentiate clearly between an allegation, a concern about quality of care or practice and complaints.**
* **We have procedures for recording the details of visitors into he preschool and they must sign in and out.**
* **No phones or cameras will be carried on individuals bodies other than the preschool phone. Staff are allowed to answer their phones in emergency situations and may use their phones on the breaks in the kitchen with the kitchen cover pulled down to ensure no photographs can be taken.**
* **All visitors must place their phones in to the phone box on arrival when signing in.**
* **Permission from ICO (information commissioners office) has been granted for the use of Ipads and computers which hold photographs and store personal information regarding children in the setting . Permission has been granted for the Ipad/computer to be used by owner/staff members in their homes in emergencies. Staff are aware they must only use these in private areas and they must be locked away. All ipads/computers have locks on them.**
* **There are procedures in place for reporting possible abuse of children or a young person in the setting.**
* **There are procedures in place for reporting safeguarding concerns where a child may meet the s17 definition of a child in need (Children Act 1989) and/or where a child may be at risk of significant harm, and to enable staff to make decisions about appropriate referrals using local published threshold documents.**
* **There are procedures in place to ensure staff recognise children and families who may benefit from early help and can respond appropriately using local early help processes and Designated persons should ensure all staff understand how to identify and respond to families who may need early help.**
* **There are procedures in place for reporting possible abuse of a vulnerable adult in the setting.**
* **There are procedures in place in relation to escalating concerns and professional challenge.**
* **There are procedures in place for working in partnership with agencies involving a child, or young person or vulnerable adult, for whom there is a protection plan in place. These procedures also take account of working with families with a ‘child in need’ and with families in need of early help, who are affected by issues of vulnerability such as social exclusion, radicalisation, domestic violence, mental illness, substance misuse and parental learning disability.**
* **These procedures take account of diversity and inclusion issues to promote equal treatment of children and their families and that take account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.**
* **There are procedures in place for record keeping, confidentiality and information sharing, which are in line with data protection requirements.**
* **We follow government and LSCB guidance in relation to extremism.**
* **The procedures of the Local Safeguarding Partners must be followed.**

**Staffing and volunteering Key Commitment 3**

* **All employed staff receive adequate training in child protection matters and have access to the setting’s policy and procedures for reporting concerns of possible abuse and the safeguarding procedures of the Local Safeguarding Partners.**
* **All staff have adequate information on issues affecting vulnerability in families such as social exclusion, domestic violence, mental illness, substance misuse and parental learning disability, together with training that takes account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.**
* **We use available curriculum materials for young children, taking account of information in the Early Years Foundation Stage, that enable children to be *strong, resilient,* and *listened to.***
* **All services seek to build the emotional and social skills of children and young people who are service users in an age-appropriate way, including increasing their understanding of how to stay safe.**
* **We adhere to the EYFS Safeguarding and Welfare requirements.**
* **Responding to safeguarding or child protection concerns**

**The designated person is Rachel Moore the back-up designated persons / deputies are Hollie Edwards and Stephanie Berkley**

**During Covid-19, staff remained alert (as per this procedure) to signs of neglect as a result of the extraordinary circumstances and the measures taken to curb the spread of the virus. The Designated person kept in contact with children who have/had CP plan, CIN Plan or were known as vulnerable. This included children who attended the setting during the pandemic and those who stayed at home.**

**The designated person liaised with social workers and the families throughout the covid pandemic. The designated person attended TAC meetings throughout the pandemic ( as per normal procedure). The designated person had regular meetings with the local authority regarding the children who were known as vulnerable during the pandemic.**

**Safeguarding roles**

* **All staff recognise and know how to respond to signs and symptoms that may indicate a child is suffering from or likely to be suffering from harm. They understand that they have a responsibility to act immediately by discussing their concerns with the designated person or a named back-up designated person.**
* **All concerns about the welfare of children in the setting should be reported to the designated person ( Rachel) or the back-up designated person. 2 Year room – Hollie Edwards, Pre-School room – Stephanie Berkley .**
* **The designated person ensures that all practitioners are alert to the indicators of abuse and neglect and understand how to identify and respond to these. Staff complete safeguarding questions/scenarios regularly as part of their CPD.**
* **The setting does not operate without an identified designated person at any time.**
* **The line manager of the designated person is the designated officer.**
* **The designated person informs the designated officer about serious concerns as soon as they arise and agree the action to be taken, seeking further clarification if there are any doubts that the issue is safeguarding.**
* **If it is not possible to contact the designated officer, action to safeguard the child is taken first and the designated officer is informed later. If the designated officer is unavailable advice is sought from their line manager or equivalent.**
* **Issues which may require notifying to Ofsted are notified to the designated officer to make a decision regarding notification. The designated person must remain up to date with Ofsted reporting and notification requirements.**
* **If there is an incident, which may require reporting to RIDDOR the designated officer immediately seeks guidance from the owners/directors/trustees. There continues to be a requirement that the designated officer follows legislative requirements in relation to reporting to RIDDOR. This is fully addressed in section 01 Health and Safety procedures.**
* **All settings follow procedures of their Local Safeguarding Partners (LSP) for safeguarding and any specific safeguarding procedures such as responding to radicalisation/extremism concerns. Procedures are followed for managing allegations against staff, as well as for responding to concerns and complaints raised about quality or practice issues, whistle-blowing and escalation.**

**Responding to marks or injuries observed**

* **If a member of staff observes or is informed by a parent/carer of a mark or injury to a child that happened at home or elsewhere, the member of staff completes a pre-existing injury record form with the parents, this is kept in the child’s personal file, which is signed by the parent/carer. The parents may be asked to complete a safeguarding concern form is the explanation or circumstances given requires further investigating.**
* **The member of staff advises the designated person as soon as possible if there are safeguarding concerns about the circumstance of the injury.**
* **If there are concerns about the circumstances or explanation given, by the parent/carer and/or child, the designated person decides the course of action to be taken after reviewing** **06.1a Child welfare and protection summary and completing 06.1b Safeguarding incident reporting form.**
* **If the mark or injury is noticed later in the day and the parent is not present, the parent will be contacted and asked about the injury. If the child gives an explanation ( using TED, Tell explain , Describe) that raises concern. A safeguarding form will be completed which the parent will be required to sign.**
* **If there are concerns about the nature of the injury, and it is unlikely to have occurred at the setting, the designated person decides the course of action required Safeguarding incident reporting form is completed as above, taking into consideration any explanation given by the child.**
* **All staff are trained in using TED when dealing with children who have injuries.**
* **If there is a likelihood that the injury is recent and occurred at the setting and, If there is no cause for further concern, a record is made in the Accident Record, with a note that the circumstances of the injury are not known.**
* **If the injury is unlikely to have occurred at the setting, this is raised with the designated person and a pre existing injury form/ safeguarding concern form is issued and shared with the parent at the earliest opportunity.**
* **If the parent believes that the injury was caused at the setting this is still recorded in the Accident Record and an accurate record made of the discussion is made on the child’s personal file.**

**Responding to the signs and symptoms of abuse**

* **Concerns about the welfare of a child are discussed with the designated person without delay.**
* **A written record is made of the concern using the Safeguarding concern/incident reporting form as soon as possible.**
* **Concerns that a child is in immediate danger or at risk of significant harm are responded to immediately and if a referral is necessary this is made on the same working day, via ART ( access and response).**

**Responding to a disclosure by a child**

* **When responding to a disclosure from a child, the aim is to get just enough information to take appropriate action.**
* **The practitioner listens carefully and calmly, allowing the child time to express what they want to say.**
* **Practitioners use TED ( Tell, Explain, Describe )when listening to and responding to children.**
* **Staff do not attempt to question the child but if they are not sure what the child said, or what they meant, they may prompt the child further by saying *‘tell me more about that’* or *‘show me again’.***
* **After the initial disclosure, staff speak immediately to the designated person. They do not further question or attempt to interview a child.**
* **If a child shows visible signs of abuse such as bruising or injury to any part of the body and it is age appropriate to do so, the key person will ask the child how it happened.**
* **When recording a child’s disclosure on Safeguarding Concern/incident reporting form, their exact words are used as well as the exact words with which the member of staff responded.**
* **If marks or injuries are observed, these are recorded on a body diagram.**

**Decision making (all categories of abuse)**

* **The designated person makes a professional judgement about referring to other agencies, including Social Care using the Local Safeguarding Partnership (LSP) threshold document:**
* **Level 1: Child’s needs are being met. Universal support.**
* **Level 2: Universal Plus. Additional professional support is needed to meet child’s needs.**
* **Level 3: Universal Partnership Plus. Targeted Early Help. Coordinated response needed to address multiple or complex problems.**
* **Level 4: Specialist/Statutory intervention required. Children in acute need, likely to be experiencing, or at risk of experiencing significant harm.**
* **Staff are alert to indicators that a family may benefit from early help services and should discuss this with the designated person, also completing Safeguarding concern/incident reporting form if they have not already done so.**

**Seeking consent from parents/carers to share information before making a referral for early help (Tier 2/3\*)**

**Parents are made aware of the setting’s Privacy Notice which explains the circumstances under which information about their child will be shared with other agencies. When a referral for early help is necessary, the designated person must always seek consent from the child’s parents to share information with the relevant agency. This is given to parents with their registration welcome pack.**

* **If consent is sought and withheld and there are concerns that a child may become at risk of significant harm without early intervention, there may be sufficient grounds to over-ride a parental decision to withhold consent.**
* **If a parent withholds consent, this information is included on any referral that is made to the local authority. In these circumstances a parent should still be told that the referral is being made beforehand (unless to do so may place a child at risk of harm).**

***\*Tier 2: Children with additional needs, who may be vulnerable and showing early signs of abuse and/or neglect; their needs are not clear, not known or not being met. Tier 3: Children with complex multiple needs, requiring specialist services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and/or who are disabled.***

**Informing parents when making a child protection referral**

**In most circumstances consent will not be required to make a child protection referral, because even if consent is refused, there is still a professional duty to act upon concerns and make a referral. When a child protection referral has been made, the designated person contacts the parents (only if agreed with social care) to inform them that a referral has been made, indicating the concerns that have been raised, unless social care advises that the parent should not be contacted until such time as their investigation, or the police investigation, is concluded. Parents are not informed prior to making a referral if:**

* **there is a possibility that a child may be put at risk of harm by discussion with a parent/carer, or if a serious offence may have been committed, as it is important that any potential police investigation is not jeopardised**
* **there are potential concerns about sexual abuse, fabricated illness, FGM or forced marriage**
* **contacting the parent puts another person at risk; situations where one parent may be at risk of harm, e.g. domestic abuse; situations where it has not been possible to contact parents to seek their consent may cause delay to the referral being made**

**The designated person makes a professional judgment regarding whether consent (from a parent) should be sought before making a child protection referral as described above. They record their decision about informing or not informing parents along with an explanation for this decision. Advice will be sought from the appropriate children’s social work team if there is any doubt. Advice can also be sought from the designated officer.**

**Referring**

* **The designated person or back-up follows their LSP procedures for making a referral.**
* **If the designated person or their back-up is not on site, the most senior member of staff present takes responsibility for making the referral to social care ( There is always a trained Child protection officer on site).**
* **If a child is believed to be in immediate danger, or an incident occurs at the end of the session and staff are concerned about the child going home that day, then the Police and/or social care are contacted immediately.**
* **If the child is ‘safe’ because they are still in the setting, and there is time to do so, the senior member of staff contacts the setting’s designated officer for support.**
* **Arrangements for cover (as above) when the designated person and back-up designated person are not on-site are agreed in advance by the setting manager and clearly communicated to all staff.**

**Further recording**

* **Information is recorded using Safeguarding concern/incident reporting form, and a short summary is entered. Discussion with parents and any further discussion with social care is recorded. If recording a conversation with parents that is significant, regarding the incident or a related issue, parents are asked to sign and date it a record of the conversation. It should be clearly recorded what action was taken, what the outcome was and any follow-up.**
* **If a referral was made, copies of all documents are kept and stored securely and confidentially (including copies in the child’s safeguarding file.**
* **Each member of staff/volunteer who has witnessed an incident or disclosure should also make a written statement on Safeguarding concern/incident reporting form, as above.**
* **Follow up phone calls to or from social care are recorded in the child’s file; with date, time, the name of the social care worker and what was said.**
* **Safeguarding records are kept up to date and made available for confidential access by the designated officer to allow continuity of support during closures or holiday periods.**

**Reporting a serious child protection incident** **Confidential safeguarding incident report form**

* **The designated person is responsible for reporting to the designated officer and seeking advice if required prior to making a referral as described above.**
* **For child protection concerns at Tier 3 and 4\*\* it will be necessary for the designated person to complete 06.1c Confidential safeguarding incident report form and send it to the designated officer.**
* **Further briefings are sent to the designated officer when updates are received until the issue is concluded.**

**\*\* Tier 3: Children with complex multiple needs, requiring specialist services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and/or who are disabled. Tier 4: Children in acute need, who are suffering or are likely to suffer significant harm.**

**Professional disagreement/escalation process**

* **If a practitioner disagrees with a decision made by the designated person not to make a referral to social care they must initially discuss and try to resolve it with them.**
* **If the disagreement cannot be resolved with the designated person and the practitioner continues to feel a safeguarding referral is required then they discuss this with the designated officer.**
* **If issues cannot be resolved the whistle-blowing policy should be used, please see whistle blowing policy.**
* **Supervision sessions are also used to discuss concerns, but this must not delay making safeguarding referrals.**

**Female genital mutilation (FGM)**

* **All employed staff must complete child abuse and neglect training annually, this training includes FGM and honor based violence. All employed staff must also complete refresher Prevent training annually.**
* **Practitioners should be alert to symptoms that would indicate that FGM has occurred, or may be about to occur, and take appropriate safeguarding action. Designated persons should contact the police immediately as well as refer to children’s services local authority social work if they believe that FGM may be about to occur.**
* **It is illegal to undertake FGM or to assist anyone to enable them to practice FGM under the Female Genital Mutilation Act 2003, it is an offence for a UK national or permanent UK resident to perform FGM in the UK or overseas. The practice is medically unnecessary and poses serious health risks to girls. FGM is mostly carried out on girls between the ages of 0-15, statistics indicate that in half of countries who practise FGM girls were cut before the age of 5. LSCB guidance must be followed in relation to FGM, and the designated person is informed regarding specific risks relating to the culture and ethnicity of children who may be attending their setting and shares this knowledge with staff.**
* **Symptoms of FGM in very young girls may include difficulty walking, sitting or standing; painful urination and/or urinary tract infection; urinary retention; evidence of surgery; changes to nappy changing or toileting routines; injury to adjacent tissues; spends longer than normal in the bathroom or toilet; unusual and /or changed behaviour after an absence from the setting (including increased anxiety around adults or unwillingness to talk about home experiences or family holidays); parents are reluctant to allow child to undergo normal medical examinations; if an older sibling has undergone the procedure a younger sibling may be at risk; discussion about plans for an extended family holiday**

**Further guidance**

**NSPCC 24-hour FGM helpline: 0800 028 3550 or email** [**fgmhelp@nspcc.org.uk**](mailto:fgmhelp@nspcc.org.uk)

**Government help and advice:** [**www.gov.uk/female-genital-mutilation**](http://www.gov.uk/female-genital-mutilation)

**Children and young people vulnerable to extremism or radicalisation**

* **All employed staff complete Prevent Channel training annually**

**Early years settings, schools and local authorities have a duty to identify and respond appropriately to concerns of any child or adult at risk of being drawn into terrorism. LSP’s have procedures which cover how professionals should respond to concerns that children or young people may be at risk of being influenced by or being made vulnerable by the risks of extremism.**

**There are potential safeguarding implications for children and young people who have close or extended family or friendship networks linked to involvement in extremism or terrorism.**

* **The designated person is required to familiarise themselves with LSP procedures, as well as online guidance including:**
* **Channel Duty guidance: Protecting people vulnerable to being drawn into terrorism** [**www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance**](http://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance)
* **Prevent Strategy (HMG 2011)** [**www.gov.uk/government/publications/prevent-strategy-2011**](http://www.gov.uk/government/publications/prevent-strategy-2011)
* **The prevent duty: for schools and childcare providers** [**www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty**](http://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)
* **The designated person should follow LSP guidance in relation to how to respond to concerns regarding extremism and ensure that staff know how to identify and raise any concerns in relation to this with them.**
* **The designated person must know how to refer concerns about risks of extremism/radicalisation to their LSP safeguarding team or the Channel panel, as appropriate.**
* **The designated person should also ensure that they and all other staff working with children and young people understand how to recognise that someone may be at risk of violent extremism.**
* **The designated person also ensures that all staff complete *The Prevent Duty in an Early Years Environment* and *Understanding Children’s Rights* and *Equality and Inclusion in Early Years Settings* online EduCare courses*.***
* **The designated person should understand the perceived terrorism risks in relation to the area that they deliver services in.**

**Parental consent for radicalisation referrals**

**LSP procedures are followed in relation to whether parental consent is necessary prior to making a referral about a concern that a child or adult may be at risk of being drawn into terrorism. It is good practice to seek the consent of the person, or for very young children, the consent of their parent/carer prior to making a referral, but it is not a requirement to seek consent before referring a concern regarding possible involvement in extremism or terrorism if it may put a child at risk, or if an offence may have been or may be committed. Advice should be sought from line managers and local agencies responsible for safeguarding, as to whether or not consent should be sought on a case-by-case basis. Designated persons should be mindful that discussion regarding potential referral due to concerns may be upsetting for the subject of the referral and their family. Initial advice regarding whether an incident meets a threshold for referral can be sought from the relevant local agency without specific details such as names of the family being given in certain circumstances.**

**Consent is required prior to any individual engaging with a Channel intervention. Consent is usually sought by Channel partners, but LSP procedures should be followed regarding this.**

**If there is a concern that a person is already involved in terrorist activity this must be reported to the Anti-Terrorist Hot Line 0800 789 321-Text/phone 0800 0324 539. Police can be contacted on 101.**

**Concerns about children affected by gang activity/serious youth violence**

**Practitioners should be aware that children can be put at risk by gang activity, both through participation in and as victims of gang violence. Whilst very young children will be very unlikely to become involved in gang activity they may potentially be put at risk by the involvement of others in their household in gangs, such as an adult sibling or a parent/carer. Designated persons should be familiar with their LSP guidance and procedures in relation to safeguarding children affected by gang activity and ensure this is followed where relevant.**

**Forced marriage/Honour based violence**

**Forced marriage is a marriage in which one or both spouses do not consent to the marriage but are forced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent coercion is not required for a marriage to be forced. A forced marriage is distinct from an arranged marriage. An arranged marriage may have family involvement in arranging the marriages, but crucially the choice of whether to accept the arrangement remains with the prospective spouses.**

**Forced marriage became criminalised in 2014. There are also civil powers for example a Forced Marriage Protection Order to protect both children and adults at risk of forced marriage and offers protection for those who have already been forced into marriage.**

**Risks in relation to forced marriage are high and it is important that practitioners ensure that anyone at risk of forced marriage is not put in further danger. If someone is believed to be at risk it is helpful to get as much practical information as possible, bearing in mind the need for absolute discretion, information that can be helpful will include things likes, names, addresses, passport numbers, national insurance numbers, details of travel arrangements, dates and location of any proposed wedding, names and dates of birth of prospective spouses, details of where and with whom they may be staying etc. Forced marriage can be linked to honour-based violence, which includes assault, imprisonment and murder. Honour based violence can be used to punish an individual for undermining what the family or community believes to be the correct code of behaviour.**

**In an emergency police should be contacted on 999.**

**Forced Marriage Unit can be contacted either by professionals or by potential victims seeking advice in relation to their concerns. The contact details are below.**

* **Telephone: +44 (0) 20 7008 0151**
* **Email:** [**fmu@fco.gov.uk**](mailto:fmu@fco.gov.uk)
* **Email for outreach work:** [**fmuoutreach@fco.gov.uk**](mailto:fmuoutreach@fco.gov.uk)

**Further guidance**

**Accident Record (Early Years Alliance 2019)**

**Multi-agency practice guidelines: Handling cases of Forced Marriage (HMG 2014)** [**https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/322307/HMG\_MULTI\_AGENCY\_PRACTICE\_GUIDELINES\_v1\_180614\_FINAL.pdf**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf)

**Adopted by ST Mary’s Pre-School Ltd**

**Signed by dated**

**Signed by\_\_\_\_\_\_\_\_\_ dated**

|  |  |  |
| --- | --- | --- |
| **NAME** | **AGENCY** | **CONTACT DETAILS** |
| **RacRa**chel Moore | **Lead Professional – ST Mary’s Pre-School** | **07779570239 stmaryspreschoolyate@gmail.com** |
| **SteS**te**phanie BerB**erk**kley** | **CPDeputy- Preschool room leader** | **07779570239 stmaryspreschoolyate@gmail.com** |
| **HolH**ollie **Edwards** | **CP Deputy- 2 year room leader** | **07779570239 stmaryspreschoolyate@gmail.com** |
| **TinT**ina **Wilson** | **LADO South Gloucestershire Council** | **01454 868508 lado@southglos.gov.uk** |
|  | **LADO OUT OF HOURS/WEEKENDS** | **01454 615165** |
|  | **Police – in an emergency please ring 999** | **999** |
|  | **ART – Access and Response** | **01454 860000 accessandresponse@southglos.gov.uk** |
|  | **NSPCC Whistleblowing helpline ( Mon-Fri 8am – 8pm)** | **0800 028 0285**  **Weston House, 42 Curtain Road, London, EC2A3NH** |
|  | **Prevent Team ( South Gloucs)** | **01454 86 3844** |
|  | **Disclosure and Baring Service (DBS)** | **03000200190 customerservices@dbs.gov** |
|  | **Ofsted** | **03001233155 whilstleblowing@ofsted.gov.uk** |

**Legal framework and references**

**Children Act 1989 – s 47**

**Protection of Children Act 1999**

**Care Act 2014**

**Children Act 2004 s11**

**Children and Social Work Act 2017**

**Safeguarding Vulnerable Groups Act 2006**

**Counter-Terrorism and Security Act 2015**

**General Data Protection Regulation 2018**

**Data Protection Act 2018**

**Modern Slavery Act 2015**

**Sexual Offences Act 2003**

**Serious Crime Act 2015**

**Criminal Justice and Court Services Act (2000)**

**Human Rights Act (1998)**

**Equalities Act (2006)**

**Equalities Act (2010)**

**Disability Discrimination Act (1995)**

**Data Protection Act (2018)**

**Freedom of Information Act (2000)**

**Further Guidance**

**Working Together to Safeguard Children (HMG 2018)**

**Statutory Framework for the Early Years Foundation Stage 2021**

**What to Do if You’re Worried a Child is Being Abused (HMG 2015)**

**Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism’ (HMG 2015)**

**Keeping Children Safe in Education 2018**

**Education Inspection Framework (Ofsted 2019)**

**The framework for the assessment of children in need and their families (DoH 2000)**

**The Common Assessment Framework (2006)**

**Statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE 2015)**

***Further guidance***

**Information sharing advice for safeguarding practitioners (DfE 2018)**

**The Team Around the Child (TAC) and the Lead Professional (CWDC 2009)**

**The Common Assessment Framework (CAF) – guide for practitioners (CWDC 2010)**

**The Common Assessment Framework (CAF) – guide for managers (CWDC 2010)**

**Multi-Agency Statutory Guidance on Female Genital Mutilation (HMG. 2016)**

**Multi-Agency Public Protection Arrangements (MAPPA) (Ministry of Justice, National Offender Management Service and HM Prison Service 2014)**

**Safeguarding Children from Abuse Linked to a Belief in Spirit Possession (HMG 200)**

**Safeguarding Children in whom Illness is Fabricated or Induced (HMG 2007)**

**Safeguarding Disabled Children: Practice Guidance (DfE 2009)**

**Safeguarding Children who may have been Trafficked (DfE and Home Office 2011)**

**Child sexual exploitation: definition and guide for practitioners (DfE 2017)**

**Handling Cases of Forced Marriage: Multi-Agency Practice Guidelines (HMG 2014)**

All Safeguarding and child protection policies are cross referenced and adopted by St Mary’s Pre-School

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewed

**SETTLING IN POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must take necessary steps to safeguard and promote the welfare of children.

**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 | 3.2 Supporting every child  3.4 The wider context | 4.4 Personal, social and emotional development |

**Policy Statement of intent**

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

**Procedures**

* Before achild starts to attend the pre-school, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about pre-school activities, information days and evenings and individual meetings with parents.
* Before a child is enrolled, we provide opportunities for the child and his/her parents to visit the pre-school.
* We will ask the parent’s/carers of each child to complete and ‘All About Me’ profile which will provide us with information about the child and their family to help us settle each child in and make appropriate provision for each individual.
* When a child starts to attend, we work with his/her parents to decide on the best way to help the child to settle into the pre-school.
* 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 statutory registration records.
* Within the first four weeks of starting we discuss the settling in process with the child’s parent’s feedback and discussing any support which may be required.
* A key-worker is assigned to each individual child within the first four weeks of the child starting pre-school.
* The key-worker will support the child and the child’s family during this transition period.

**Adopted by St. Mary’s Pre-School Ltd**

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SLEEPING CHILD POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must take necessary steps to safeguard and promote the welfare of children.

**EYFS key themes and commitments**

|  |  |  |  |
| --- | --- | --- | --- |
| A Unique Child | Positive Relationships | Enabling Environments | Learning and Development |
| 1.3 Keeping Safe  1.4 Health and Wellbeing | 2.2 Parents as partners  2.4 Key Person | 3.2 Supporting every Child |  |

**Policy Statement of Intent**

We believe that children should be allowed to respond to their own individual needs appropriately. We intend to provide an environment where it is possible for any child to sleep or rest as required. We aim to support children who require sleep or rest during the pre-School day by providing them with safe, suitable facilities. We do not have cots or beds in our setting.

**Procedure-**

* If a child falls asleep whilst attending Pre-School we will follow the procedure below-
* The child will be placed on or in a child sleeping bag/ sheet (dependant on weather , room temp , clothing worn by child).
* They will be placed somewhere free from draughts and in view of a member of staff in an area where disturbances , as far as possible, will be minimal .
* A member of staff will remain in the room with the sleeping child and monitor the child every 10 minutes .
* If the member of staff suspects the child is ill the procedure in the ‘Sick Child Policy’ will be followed.
* The sleeping bag will be taken home by a member of staff to be washed and returned the next day.
* The child’s parent will be advised of the situation and any comments /concerns noted by the manager .

Cross References

Health and Safety Policy

Staff Induction Policy

Children’s Rights Policy

Equality and Diversity Policy

Inclusion Policy

Maintaining Child Safety and Security on the Premises Policy

SEN/Disability Policy

Sick Child Policy

**Adopted by St Mary’s Pre-School** **Ltd** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (date)

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Company Director

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Company Director

Review Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SOCIAL NETWORKING POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must take necessary steps to safeguard and promote the welfare of children.

**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 |

**Policy Statement of intent**

Social networking activities conducted online, outside of work, such as blogging, twittering and involvement of social networks sites such as facebook, Instragram, myspace and bepo, as well as posting material, images or comments on sites such as you tube can have a negative effect on an organisations reputation or image. In addition at St. Mary’s Pre-school we have a firm commitment to safeguarding children in all aspects of its work. This policy has been written to set out the key principles and code of conduct that we expect of all members of staff with respect to their responsibilities in connection with the use of social networking sites. At St. Mary’s Pre-School we aim to protect everyone, staff, children and families from any allegations and misinterpretations which can arise from the use of social networking sites. Everyone at St. Mary’s Pre-School has a responsibility to ensure that they protect the reputation of the school, and to treat colleagues and members of the school with professionalism and respect. The purpose of this policy is the managers of St. Mary’s pre-school will not be liable for any legal risks and that all children are safeguarded.

**Procedures**

• St. Mary’s Pre-School has its own facebook account. No photographs of children taken by staff or during session times are downloaded on to the face book page.

* The pre-school face book page is used for communication for parents.
  + Any photographs shared on to the pre-school facebook page has been done so by parents/carers using their own photographs and are not connected to the preschool staff.
  + We do not allow staff to use mobile phones on the premises for social networking.

• Staff will not invite, accept or engage in communication with any children from st. Mary’s Pre-School.

• We advise staff not to invite, accept or engage in communication with parents and families via social networking sites.

• If Staff, parents have communication with each other via these sites, communication will not have any reference towards any children, staff, families or indicate any remarks regarding the pre-school, staff, children, premises, families and local community.

• We advise staff to think fully about any messages they post on to these sites in the event of causing a negative effect on the staff member or the pre-school organisation which they represent.

1. Social networking applications, even if they are on private spaces, are still subject to copyright, data protection and freedom of information legislation and the safeguarding vulnerable groups act 2006 and other legislation. They must also operate in line with the pre-school and local authority equality and safeguarding policies.

**Enforcement**

• Any communication received from children to Pre-School Representatives must

• be immediately reported to the managers or Designated Child Protection

• Officer and procedures for safeguarding followed.

• If a School Representative is made aware of any other inappropriate

• communications involving any child and social networking. These must be reported immediately as above.

• Any breach of the terms set out could result in the withdrawal of offending content being removed in accordance with the published complaints procedure and the publishing rights of the responsible pre-school representative being suspended.

• The Local Authority reserves the right to require the closure of any applications or removal of content published by pre-school representatives which may adversely affect the reputation of the School or put it at risk of legal action.

• Safeguarding children is a key responsibility of all members of staff and it is essential that everyone at St. Mary’s Pre-School considers this and acts responsibly if they are using social networking sites out of school. Anyone working in the school either as a paid employee or volunteer must not communicate with children via social networking.

**This policy was adopted by St. Mary’s Pre-School Ltd**

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Rachel Moore (Owner) DATED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewed on:

**SICK CHILD POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

Provider must take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.

**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 |

**Policy Statement of intent**

In the interest of all who attend the pre-school, children who are unwell should be kept at home. This includes symptoms such as stomach ache, head ache or being generally out of sorts, young children’s health can deteriorate rapidly so a child who appears only mildly unwell but wants to come to pre-school must remain at home to reduce the risk of infection to other children and adults. We reserve the right to refuse admittance to any child we feel is not well enough to attend the pre-school or may pose a risk of infection to others.

Parents should notify the pre-school if their child has an infectious illness such as chicken pox, measles etc.

Exclusion periods for these illnesses will be in accordance with local authority guidelines. Children should also be excluded for certain skin infections and we are required by law to report notifiable diseases to the relevant authorities. Details of exclusion periods are displayed on the notice board.

Children who have diarrhoea or have been vomiting should not return to playgroup until 48 **hours** after the last attack

Whilst their child is attending the pre-school, parents must ensure that they, or another carer, can be contacted in case of emergency. Parents must notify the playgroup of any change in the child’s registration details relating to contact numbers or medical history.

**If a child becomes ill during the session we will follow these procedures**;

* Any member of staff who suspects a child is unwell or contagious will report this to the person in charge.
* Where possible, the child’s key worker will take the child to a quiet area away from the main group and ensure the child is made comfortable. If the key worker is not at the pre-school, another member of staff will be appointed to care for the child.
* The child’s medical records must be checked, and where appropriate acted upon.
* The person in charge will attempt to contact the child’s parent/carer on the home. Mobile or work numbers, leaving a reassuring message on any answer phone. The pre-school phone number should also be given, if a parent cannot be reached, the child’s emergency contacts will be called. Another message should be left on parents answer phone to advise them of the action we have taken.
* In the event that neither a parent nor emergency contact can be reached, the child will be cared for until the end of the session.
* The child will be regularly checked for any deterioration in their condition.
* If we become seriously concerned about the child medical advice will be sought and if necessary an ambulance will be called to take the child to hospital, accompanied by a member of staff.
* A copy of the child’s records must be taken to the hospital to enable staff to deal with any recorded conditions and to enable pre-school staff to keep in contact with the child’s parents.
* A record will be kept of the child’s symptoms and our actions, including regular checks on the child and each time the action was taken.
* Reference should also be made to our Health and Safety policy.

**This policy was adopted by St. Mary’s Pre- School**

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Review on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SPECIAL EDUCATIONAL NEEDS POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must have and implement a policy and procedures to promote equality of opportunity for children in their care.

**EYFS key themes and commitments**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.1 Child Development  1.21 Inclusive Practice | 2.1 Respecting each other  2.2 Parents as partners | 3.2 Supporting every child. | 4.4 Personal, social and emotional development |

**Statement of intent**

We provide an environment in which all children are supported to reach their full potential. We have regard for the DfES Special Educational Needs Code of Practice.

* + We include all children in our provision as much as is financially/physically possible and within the best interests of the child and the child’s needs to support the child’s learning and keep the child safe. .
  + When financially possible we will do our best to provide practitioners to help support parents and children with special educational needs (SEN)/disabilities.
  + We identify the specific needs of children with SEN/disabilities and meet those needs to the best of our abilities through a range of strategies.
  + We work in partnership with parents and other agencies in meeting individual children’s needs.
  + We monitor and review our practice and provision and, if necessary, make adjustments.
  + If any alterations or additional equipment is required, funding will be sought to the best of our ability.

**Procedures**

* + We designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. The SENCO is **Sarah Moesley** with support from Rachel Moore (trained SENCO)
  + We provide a statement ‘local offer’ showing how we provide for children with SEN/disabilities.
  + We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
  + We ensure that our inclusive admissions practice ensures equality of access and opportunity.
  + We ensure that our physical environment is as far as possible suitable for children with disabilities.
  + We work closely with parents of children with SEN/disabilities 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 SEN/disabilities and their families, including transfer arrangements to other settings and schools.
  + We use individual planning and monitoring for identifying, assessing and responding to children’s special educational needs.
  + We provide a broad and balanced curriculum for all children with SEN/disabilities.
  + We provide an individual differentiated curriculum to meet individual needs and abilities.
  + We use a system of planning, implementing, monitoring, evaluating, making observations and reviewing individual play plans (IPPs) for children with SEN/disabilities.
  + We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
  + We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.
  + We provide resources (human and financial) to implement our SEN/disability policy to the best of our ability.
  + We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
  + We provide in-service training for practitioners and volunteers.
  + We prepare Educational Health Care Plans when necessary by working closely with parents and other professionals to enable the information to be gathered and collated by all professionals involved with children with SEN, this information is then sent to South Gloucestershire’s ART team to be processed by a panel in order to facilitate an Educational health Care Plan in which a child’s needs are identified and strategies/arrangements to fully support the child are made.
  + We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
  + We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IPP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
  + We provide a complaints procedure.
  + We monitor and review our policy annually.

**This policy was adopted by St. Mary’ s Pre-school Ltd**

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rachel Moore (Owner) DATED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review on:

**STAFF BEHAVIOUR POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must take necessary steps to safeguard and promote the welfare of children.

**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 |

**Statement of intent**

We aim to make our pre-school a positive environment for all individuals who come into the setting and that all staff are professional at all times and behave in an appropriate manner

**Procedures**

All Staff are expected to follow a code of conduct and should ensure that at all times they:

* Treat all pupils, co-workers, parents and visitors with respect
* Set a good example by conducting themselves appropriately
* Encourage safe and positive behaviour among pupils
* Are a good listener
* Are alert to changes in a pupil’s behaviour
* Recognise that challenging behaviour might be an indicator of abuse
* Read and understand all of the school’s safeguarding and guidance documents as well as wider safeguarding issues such as bullying, e-safety and information sharing
* Conduct safe behaviour strategies when physically assisting a child, changing a child’s nappy/clothing, applying first aid administration or any other form of physical assistance.
* Maintain appropriate standards of conversation and interaction with and between pupils, co-workers, parents and visitors and avoid any use of derogatory or sexualised language
* Maintain professional standards and boundaries at all times on and off the pre-school site
* Are aware that at all times, both during their time at pre-school, and during social time they are expected to behave as professionals.

**This policy was adopted by St. Mary’ s Pre-school Ltd**

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rachel Moore DATED\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Review on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Staff working with their own children/close relative Policy**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles

**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 Professional Relationships  2.3 Positive Interactions | 3.3 The emotional environment  4 The wider context | 4.1 Adult Involement  4.2 Decision Making |

**POLICY STATEMENT OF INTENT:**

At St Mary’s Pre-School Ltd, we understand the potential stresses of working in the same environment as your child/close relative. We wish to support all employees in this position, whilst ensuring that all children in the setting are treated with equal care and concern. It is generally not appropriate for staff to care for their own children/ close relative whilst working in the setting. However, we recognise that this is not always possible. We will try to accommodate the wishes of the staff member and come to an agreement which suits all and is based on the following principles,

These guidelines must be adhered to:

* During the time the child is in the setting, the child is in the care of St. Mary’s Pre-School and the preschool retains responsibility for the child and their care.
* All staff should remain neutral and treat all children with the same regard
* The staff member should not be a key worker to their own child/close relative.
* The staff member must fulfil the needs of the setting, key children, other children in the setting and the rest of their team.
* Contact between the child and the parent must be agreed and adhered to, We do not wish to restrict the contact between a parent/ family member and the child, however we must consider the room routine and the impact on the child and the other children in the setting at all times.
  + Staff member must not kiss their child/ family member in the setting ( we do not kiss children in our setting, we offer support and cuddles to children )
  + Staff member must not show preference to their own child/family member
  + Staff member must allow the child’s key worker and other staff to deal with the child’s behaviour, planning and support
  + Staff member must not disturb the room the child is in
  + Staff member must adhere to staff ratio’s, if child becomes ill, staff member must adhere to the settings policy.
  + Staff member must not leave their room to engage with their own child/ family member.

By walking in engaging with the child, differently to the rest of the children, the staff member would be treating the child differently, showing a preference and could result in affecting the child’s behaviour negatively. Ie – the child may get upset when the parent/relative walks out of the room or does not react to them differently than the rest of the children.

If this agreement is not working or is impacting on the care of the child/ other children the owner and staff member will reassess the situation.

If the staff member does not abide by the expectations, this will result in a formal warning and possible withdrawal of employment. The child will not be excluded from the setting.

**This policy was adopted by St. Marys Pre-School Ltd**

**Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Company Director Dated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Company Director Dated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**STAFFING AND EMPLOYMENT POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must take necessary steps to safeguard and promote the welfare of children.

**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 |

**Statement of intent**

We provide a good staffing ratio to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staffs are appropriately qualified and new staff are checked through disclosure and barring service and older staff had criminal records checks through the Criminal Records Bureau in accordance with Ofsted’s requirements. We aim to ensure that children and their parents are offered high quality pre-school care and education during their time at St. Mary’s Pre-School.

* **Methods**
  + To meet this aim we use the following ratios of adult to child:
  + Children aged two years of age: 1 adult: 4 children
* - Children aged three – five years of age: 1 adult: 8 children
  + A minimum of three staff/adults are on duty at any one time.
  + We use a key person system to ensure that each child and each family has a particular member of staff for discussion and consultation.
  + We hold regular staff meetings to undertake curriculum planning and to discuss children’s progress, their achievements and any difficulties which may arise from time to time.
  + We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
  + All staff have job descriptions which set out their roles and responsibilities.
  + We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by us imposing conditions or requirements which are not justifiable.
  + Our pre-school is run by fully qualified members of staff. With one owner having a a degree in early years. The rest of the staff have a minimum of a level 3 qualification in Early Years Care and Education.
  + We will employ apprentices who are completing their level 3 qualification.
  + We provide regular in-service training to all staff – whether paid staff or volunteers
  + Our pre-school budget allocates resources to training.
  + We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Procedures and Child Protection Policy and Procedures. Other policies and procedures will be introduced within an induction plan.
  + We support the work of our staff by holding regular supervision meetings and appraisals.
  + We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.
  + We use Ofsted guidance on obtaining references and DBS checks for staff and volunteers who will have substantial access to children.

**This policy was adopted by St. Mary’s Pre-school**

on (date) signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rachel Moore

Company Director

Review on:

**STAFF INDUCTION POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider ensure that people looking after children are suitable to fulfil the requirements of their roles.

**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 |

**Statement of intent**

We believe in supporting and maintaining our staff by giving clear explanations to what and how we achieve our shared goals. We aim to ensure that all members of staff provide a high standard of quality care and education, maintaining continuity and consistency within all staff members.

**Procedures**

. All new staff are enrolled on a 2 stage induction programme.

**.** All new staff members are required to read all policies and procedures,

They will be expected to read and follow out these.

**.** All policies and procedures will also be explained fully by the leader to achieve

maximum understanding.

**.** The new member of staff will be advised to the whereabouts of the First Aid box.

**.** The new member of staff will be advised to the whereabouts of the register,

Accident and Incident forms are kept.

**.** The new member of staff will be able to observe and work alongside other members

of staff for the first few days as required.

**.** The new member of staff will be introduced to all children and parents, paying extra

attention to their key children and carers.

**.** All new staff members will be shown the Health and Safety Act and understand how

to move equipment safely using the correct procedures.

**.** No Alcohol, Nicotine or Drugs (Apart from Prescript medical) will be permitted

on the premises.

**.** The location of toilets and procedures in taking children to the toilet will be shown

and explained.

**.** The location of cleaning equipment and the procedures in storing them will be

shown and explained.

**.** The location of Resources and Activities will be shown.

**.** A safe area for personal belongings will be given.

**.** A timetable for the setting with job rota will be explained.

**.** Staff meetings are arranged weekly to support children and staff’s needs, to

prepare planning and discuss any issues.

This policy was adopted by St. Mary’s Pre-School Ltd.

on (date) Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rachel Moore

Company Directors

Review on

**STUDENT POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must ensure that people looking after children are suitable to fulfil the requirements of their roles.

**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 |

**Statement of intent**

This pre-school recognises that qualifications and training make an important contribution to the quality of the care and education provided by pre-school settings. As part of our commitment to quality, we offer placements to students undertaking early years’ qualifications and training, and school students who have expressed an interest in the Early Years Sector. We aim to provide for students on placement with us, experiences and opportunities which contribute to the successful completion of their studies and which provide examples of quality practice in early years care and education.

**Methods**

* We require students to meet the ‘suitable person’ requirements of Ofsted.
* We require schools placing students under the age of 18 years with the pre-school to vouch for their good character.
* We require colleges placing students 18 years and older within the pre-school to vouch for their good character.
* We supervise students under the age of 18 years at all times and do not allow them to have unsupervised access to children.
* Students who are placed in our pre-school on a short term basis are not counted in our staffing ratios. Students who are placed for longer periods – for example, a year – may be counted in our staffing ratios provided we consider them to be 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 expect to work together and 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 pre-school 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 pre-school.
* We ensure that students placed with us are engaged in bona fide early years’ training which provides the necessary background understanding of children’s development and activities.
* No student is to be alone with children at any times or help children with personal hygiene development

**This policy was adopted by St. Mary’s Pre-school Ltd**

on \_\_\_\_\_\_\_\_\_\_\_\_\_\_Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rachel Moore

**SUN CREAM/ Hot weather POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must take necessary steps to safeguard and promote the welfare of children.

**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 |

**Statement of intent**

We believe that children benefit from being able to enjoy the sun safely. We want to work with children and parents alike promoting sun safety. Our aims are to educate children and parents alike about the importance of sun safety. We aim to help children understand what can happen from sun damage and encourage children to understand when and how to get shade and keep themselves covered up.

**Procedures**

* When the weather starts to change we hold a sun-smart circle time activity and small group activities to encourage children to participate in sun protection activities.
* We ask parents to please put sun cream on children before they arrive at pre-school.
* We ask parents to provide children with sun hats. We encourage children to wear these hats when playing outside.
* We have a bag of spare hats and we will put hats on children when they play outside.
* We ask parents to please ensure children are wearing clothes that cover their shoulders and are sun smart clothing.
* We will put t shirts on any child who does not have their shoulders covered. rits
* We will encourage children to drink plenty of water.
* Water is available at all times
* We will provide as much shade as possible.
* We ask parents to provide their own sun protector and sign a consent form for this lotion to be applied to children throughout the day if children are able to apply their own,
* We will only apply sun cream to children if provided with child’s name on and parent has signed a declaration form for the child’s key worker to administer.
* If no sun cream is left with the child, we will ring the parent and check they are happy with us to put preschool sun cream on or ask them to come in with sun cream for their child.
* If the temperature reaches an unsafe level, we abide by guidelines set by the government and will minimise the time that children are able to spend outside. This may mean children are unable to play outside during the afternoon hours when our garden has little shade and we are unable to provide a safe outdoor space from the heat of the sun.
* We provide ice pops to encourage children to keep hydrated during the extremely hot days.

**This policy was adopted by ST. Mary’s Pre-School Ltd**

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rachel Moore Company Directors Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewed on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SUPERHERO/WEPONARY/ ROUGH AND TUMBLE PLAY POLICY**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must take necessary steps to safeguard and promote the welfare of children.

**EYFS key themes and commitments**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.1 Child Development  1.3 Keeping safe | 2.1 Respecting each other  2.2 Parents as partners  2.4 Key person | 3.1 Observation, assessment and planning.  3.2 Supporting every child  3.3 The learning environment | 4.1 Play and exploration  4.2 Active learning  4.3 Creativity and critical thinking  4 Areas of learning and development |

**Policy Statement of intent**

At St. Mary’s Pre-School Ltd we feel it is important to create a whole school approach of which staff, children, parents other agencies have a clear understanding. This policy is a formal statement of our approach to children’s weapon and Super Hero imaginative play. We aim to provide an environment where children can enjoy engaging in imaginative play that relates to, and makes sense of, the world that they live in. For lots of children (particularly boys) this imaginative play contains a strong element of weapon and Super Hero re-enactment. Re-enacting weapon use is a universal language of play for children and usually results in high levels of engagement for the children actively involved in it. Images and ideas gleaned from the media are common starting points in children’s’ play and may involve characters with special powers or weapons. We aim to help the children in understanding and respecting the rights of other children and to take responsibility for the resources and environment.

We aim to use the benefit of superhero play to understand how children learn actively through play, first-hand experiences, creativity and critical thinking. Many children are active learners who need opportunities to make their own decisions and have control over their learning to keep their interest and to develop their creativity.

**Procedures**

* We believe that approaches to teaching and learning in role play should reflect the interests of the children and not exclusively those of the adults
* We Plan for role play in the environment which is based upon assessment information from the observed play of the current cohort.
* Our setting acknowledges the positive aspects of the character of the Superhero and we highlight the negative aspects of weapon use and physical violence at a level that is appropriate to the age and needs of the children. This will be mainly done through story, drama and appropriate discussion.
* Styles of teaching and learning meet the needs of children and are not pre-conceived notions of what is or is not appropriate role play.
* All children’s emotional welfare, wellbeing and involvement is assessed in relation to this style of play.
* We believe children enjoy the play opportunity.
* We believe the Weapon/Superhero play should motivate and challenge children thinking.
* We will inform concerns from Parents and carers about the settings approach to Weapon/Superhero play and the principals that underpin it.
* We will ensure that Children, parents/carers and staff are involved on an equal basis in the formulation and regular review of this policy.
* Effective and engaging play is about our setting fitting the interests of the child, not the child fitting the setting.
* We provide on-going opportunities for quality imaginative play planned in advance

**Equal Opportunities and Inclusion**

The staff along with parents and carers will regularly evaluate the impact that actively fostering this element of role play has on the environment, the cohort as a whole and identified groups of children and individuals. If required a range of support strategies will be put in place to ensure that this style of play does not have any negative impact.

**Creating an appropriate environment**

The types of play that boys and girls engage in is enhanced or diminished by the quality of the learning environment inside and out. Practitioners need to be sensitive and knowledgeable about who know when and how to engage their interests and how to offer support at different times.” Practitioners must take responsibility for ensuring the learning environment is planned to inspire, challenge and intrigue every child. Practitioners need to be aware of the impact of both the emotional and physical environment on the well-being and self-esteem of all children:

Practitioners will:

* involve themselves as much in the boys’ choices of role play and learning experiences as the girls’
* see the physical environment as one of the most powerful resources through which children can learn ,and carefully plan and monitor how it is used.
* value the outdoor as much as the indoor environment, thinking creatively about the environment and how it can support Weapon/Superhero role play
* experiences and activities we have on offer ensure we meet the needs of boys as well as girls
* be aware that sometimes an interest may be sparked by something immediate in the environment, or something much more long term, such as interest in Weapon/Superhero play.
* ensure role-play areas incorporate boys’ play themes allowing children to fetch and move resources from one place to another, to enhance their play themes
* ensure all children take equal responsibility in caring for the environment of the setting, tidying up and looking after equipment and each other, fostering a sense of social responsibility.

**Building on what children know and understand**

ST. Mary’s Pre-School Ltd will ensure that, through training and development, all staff are aware of the impact of both the emotional and physical environment on the well-being and self-esteem of all children:

* ensure that there are regular opportunities for ‘unplanned’ role play to allow for children’s self-expression and staff observation.
* monitor and record and evaluate the positive aspects of the play that they see, incorporating preferences and themes into future planning
* ensure that the physical environment both indoor and outdoor contains resources that will support and promote children’s play.
* provide a variety of resources , some that replicate actual objects alongside others that will be open ended and ambiguous to allow for individual interpretation and foster an approach of imagination and creativity.
* be aware that the success of some themes and enhancements will differ between cohorts/groups of children, therefore plan to the needs of the current cohort and not necessarily deliver previous plans without evaluation and amendment.

**THIS POLICY WAS ADOPTED BY ST. MARY’S PRE-SCHOOL LTD**

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rachel Moore Company Director .

Reviewed by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SUPERVISION OF CHILDREN ON OUTINGS AND VISITS**

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

Children must be kept safe while on outings

**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 |

**Policy statement of intent**

We believe that 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.

**Procedures**

* Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.
* A risk assessment for each venue is carried out, which is reviewed regularly.
* Parents are always asked to sign specific consent forms before major outings.
* A risk assessment is carried out before an outing takes place.
* All venue risk assessments are made available for parents to see.
* Our adult to child ratio is within legal requirements and consideration is taken regarding their age, sensibility and type of venue as well as how it is to be reached.
* Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.
* Outings are recorded in the daily register stating:
* The date and time of outing.
* The venue and mode of transport.
* Names of staff assigned to named children.
* Time of return.
* Staff take a mobile phone on outings. The amount of additional equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
* If an outing requires transporting, appropriate insurance cover is taken.

**This policy was adopted by St. Mary’s Pre-School Ltd**

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Company Director Dated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Company Director Dated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TRANSITION TO ANOTHER SETTING/SCHOOL POLICY**

**General Welfare Requirement: Documentation**

Providers must maintain records, policies and procedures required for the safe and efficient management of the settings and to meet the needs of the children.

**EYFS key themes and commitments**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| * 1. Child development   2. Inclusive Practice   3. Keeping safe   4. Health and well-being | 2.2 Parents as partners  2.3 Key person | 3.1 Observation, Assessment and Planning  3.2 Supporting every child  3.4 The wider context | 4.4 Areas of learning and development |

**Policy statement**

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

We prepare children for these transitions by involving parents and the receiving setting in this process. We prepare records about a child’s development and learning in the EYFS in our setting; in order to enable smooth transitions we share appropriate information with the receiving setting or school at transfer, we invite the professionals from the new setting to come and visit the child in our setting.

Confidential records are shared where there have been child protection concerns according to the process required by our South Gloucestershire Children’s Partnership

**Procedures**

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

* Any records used to record the EYFS assessment of development and learning along with any Individual play plans/health plans/behaviour plans along with the child’s Tapestry learning story are available to the new setting.
* The record also refers to any special needs or disability and whether a CAF was raised in respect of special needs or disability, whether there is a Statement of Special Educational Needs and gives the name of the lead professional.
* If there have been any welfare or protection concerns a star is placed on the front of the assessment record.

*Transfer of confidential information*

* The receiving school or setting will need to have a record of concerns that were raised in the setting and what was done about them.
* A summary of the concerns will be made to send to the receiving setting or school along with the date of the last professional meeting or case conference.
* Where a CAF has been raised in respect of any welfare concerns the name and contact details of the lead professional will be passed on to the receiving setting or school.
* Where there has been a S47 investigation regarding a child protection concern the name and contact details of the child’s social worker will be passed on to the receiving setting or school – regardless of the outcome of the investigation.
* This information is posted or taken to the school or setting, addressed to the setting or school’s designated person for child protection and marked confidential.

**Legal framework**

* Data Protection Act 1998
* General Data Protection Regulations 2017
* Freedom of Information Act 2000
* Human Rights Act 1998
* Children Act 1989

**This policy was adopted at a meeting by St. Marys Pre-School Ltd**

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Company Directors

Review on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WORKING TOGETHER POLICY**

**General Welfare Requirement: Organisation**

Providers must maintain records and obtain and share information (with parents, carers, other professions and the police, social services and ofsted).

**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  1.4 Health and well-being | 2.1 Respecting each other  2.2 Parents as partners | 3.1 Observation, assessment and planning  3.4The wider context |  |

**Policy statement of intent**

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

**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 in line with the data protection act and our information sharing policy.
* Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
* When working in partnership with staff from other agencies, we make those individuals welcome in 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, unless the professional is known to the child and their family along with the owners of the pre-school. .
* 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.

**This policy was adopted by St. Mary’s Pre-School Ltd**

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WHISTLE BLOWERS POLICY**

(Definition: Whistle blowing is raising a concern about malpractice within an organization)

**General Welfare Requirement: Organisation**

Providers must inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children at the premises.

**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 |  |

**Policy statement of intent**

St Mary’s Pre-School strongly believes that the children who attend our setting have a right to play and learn in a safe and positive environment. This policy is to enable individuals (staff, volunteers, visitors and students) the right to make a complaint should they witness any concerns surrounding the protection of children or adult behavior within the Pre School.

*Bringing a complaint or concern to the play leader or chair of the committee or another professional body is the responsibility of everyone. It requires strength and bravery to stand up for children’s rights, this policy will help you should the need ever arise.*

This policy provides individuals in the workplace protection from victimization or punishment where they raise a genuine concern about misconduct or malpractice in the organization. The policy is underpinned by the *Public Interest Disclosure Act 1998,* which encourages people to raise concerns in order to promote good governance and accountability in the public interest.

The Act covers behavior which relates to:

A criminal offence

Failure to comply with any legal obligation

A miscarriage of justice

Danger to the health and safety of an individual and/or the environment

Deliberate concealment of information of any of the above.

**Procedures**

* This policy is designed to nurture a culture of openness and transparency which makes it safe and acceptable for an employee, volunteer, student or committee member to raise a concern in good faith. It is not an alternative to the Grievance policy and should be read I alongside the policies on Safeguarding, Staffing and Employment and Confidentiality.
* The Pre-School is committed to providing paid and unpaid staff with an effective mechanism for dealing with situations that arise from concerns within the workplace.
* An employee, volunteers, student or committee member who, acting in good faith, wishes to raise a concern should normally report the matter to the play leader who should advise the individual of the action she will take in response to the concerns expressed. Concerns should be investigated and resolved as quickly as possible.
* If the individual feels they cannot discuss the matter with the managers or child protection officer or if they still have concerns after informing the play leader, the concern should be reported to a mediator ( eg Childrens Playlink). The mediator will decide (in consultation if necessary with other professional bodies such as the Area Safeguarding board, The PLA or Ofsted) what action is to be taken. This may include whether the concern can be dealt with through the groups own Grievance policy.
* A disclosure, in good faith, to the play leader or the mediator will be protected . Confidentiality will be maintained wherever possible. The individual raising the concern will not suffer any detrimental treatment and will be supported as much as possible.
* There are no restrictions in Employment law relating to length of service or age of individual. Under the Public Interest Disclosure Act, employees may safely seek legal advice on any concerns they have about malpractice. This Act dose not at present cover volunteers.

Any referrals to the DBS will be made as appropriate.

**This policy was adopted by St Marys Pre School**

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Co. Director Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Co. Director Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CONTACTS: - 01454 868009**

**South Gloucestershrie Children’s Partnership - 01454 866000/01454 615165**