

Westnewton Pre-school Policies and Procedures for the EYFS

2024



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Statement

This statement underpins the policies and procedures—in particular, to 06 Safeguarding Children, Young People and Vulnerable Adults procedures. It is important that all staff uphold and work with the principles and ethos within this statement.

We support the 54 Articles contained within the UN Convention on the Rights of the Child (1989). We recognise that these articles apply to children globally and draw attention to the disparity between and within countries and across regions of the world in the way that children receive and enjoy basic rights. We support organisations and statutory agencies to promote recognition and achievement of children's rights to ensure a better experience for all children.

The Early Years Alliance's '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.

1. The Alliance is committed to building a '**culture of safety**' in which children are protected from abuse and harm in all areas of its service delivery.
2. The Alliance 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)
3. The Alliance is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be **strong, resilient and listened to**.

What it means to promote children's rights and entitlements:

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

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- *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 citizen, respecting the rights of others in a diverse world
- *to participate and be able to represent themselves* in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

To be **resilient** means to

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

listened to means:

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

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Policy and procedures implementation and review policy

Alongside associated procedures in 0.0 Implementation and review, this policy was adopted by *Westnewton Pre-school* on *September 2021*.

Aim

We have one set of policies and procedures which are consistent across our childcare provision and in line with the current EYFS requirements.

Objectives

We adhere to and implement operational policies and procedures by:

- ensuring that all members of staff are aware of their role and responsibility in policy and procedure implementation
- ensuring that members of staff are aware of the content of the policies and procedures through:
 - induction
 - line management and staff meetings and training events
 - contributing feedback to procedure review
 - use of relevant publications
- Staff are aware of their duty to adhere to the operational policies and procedures and how they contribute to a consistent approach throughout the organisation.

Legal references

Childcare Act (2006)

Education Act (2011)

Policies and procedures implementation and review

Implementation and review procedure

We have one set of policies and procedures which are consistent across our provision and in line with the current EYFS requirements.

- Policies and procedures are written and reviewed annually.

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- Changes are only made to the policies and procedures by the directors/trustees in liaison with the setting manager where risk assessment has indicated that this is required.
- Policies and procedures are risk assessed and reviewed following any incident that is reportable under Reporting of Injuries, Diseases and Dangerous Occurrences regulations-RIDDOR www.hse.gov.uk
- Disciplinary action may be taken where individuals have disregarded policies and procedures.

Familiarisation and implementation

- It is the responsibility of every member of staff, volunteer and student within the setting to adhere to and always implement the policies and procedures.
- The setting manager offers advice and support to staff regarding procedure implementation.
- An overview of policies and procedures is included in induction for individual members of staff, with specific emphasis given to safeguarding procedures.
- Members of staff must sign to say that they are aware of and will adhere to the current policies and procedures.
- Members of staff understand that they must refer to the procedures as they support all aspects of their work within the setting.
- Staff meetings and in-house training events are used as opportunities to focus on procedures as required, and to discuss their implementation.
- Where there is an outbreak of a communicable disease or infection, the relevant procedure is photocopied and displayed for parents' reference during the outbreak.
- Other procedures may be displayed where a situation arises, for example to highlight health and safety concerns such as closing the gate.
- Following implementation of a procedure, such as emergency evacuation or other health and safety procedures, the setting manager will conduct a review as follows:
 - did all members of staff follow the procedure?
 - is further training required on any aspect of implementation?
 - did the procedure fit the circumstance; does it need adapting or changing?

Parents

- Parents know how to access a full set of policies and procedures.
- Parent forums are used as opportunities to explain and discuss the implementation of the policies and procedures.

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Health and safety policy

Alongside associated procedures in 01.1 to 01.22 Health and safety, this policy was adopted by *Westnewton Pre-school* on *September 2021*.

Designated Health and Safety Officer is: Susan Shardlow

Aim

Our provision is a suitable, clean and safe place for children to be cared for, where they can grow and learn. We meet all statutory requirements for health and safety and fulfil the criteria for meeting the Early Years Foundation Stage Safeguarding and Welfare Requirements.

Objectives

- We recognise that we have a corporate responsibility and duty of care towards those who work in and receive a service from our provision. Individual staff and service users also have responsibility for ensuring their own safety as well as that of others. Adherence to policies and procedures and risk assessment is the key means through which this is achieved.
- Insurance is in place (including public liability) and an up-to-date certificate is always displayed on the classroom blackboard-renew January yearly.
- Risk assessment is carried out to ensure the safety of children, staff, parents, and visitors. Legislation requires all those individuals in the given workplace to be responsible for the health and safety of premises, equipment and working practices.
- Smoking is not allowed on the premises, both indoors and outdoors. If children use any public space that has been used for smoking, members of staff ensure that there is adequate ventilation to clear the atmosphere. Staff do not smoke in their work clothes and are requested not to smoke within at least one hour of working with children. The use of electronic cigarettes is not allowed on the premises.
- Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If staff are taking medication that they believe may impair them, they seek further medical advice and only work directly with children if that advice is that the medication is unlikely to impair their ability to look after children. The setting manager must be informed.
- Alcohol must not be bought onto the premises for consumption.

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- A risk assessment (risk assessment) and access audit (Access audit form) are carried out for each area and the procedure is modified according to needs identified for the specific environment and reviewed at specified dates or as audit/Analysis prompts.
- Risk assessments are monitored and reviewed by those responsible for Health and Safety-Mrs S. Shardlow.

Legal references

Health and Safety at Work etc Act 1974

Health and Safety (Consultation with Employees) Regulations 1996

Management of Health and Safety at Work Regulations (1992)

Regulatory Reform (Fire Safety) Order 2005)

Electricity at Work Regulations (1989)

Regulation (EC) No 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

Manual Handling Operations Regulations (1992) (Amended 2002)

Medicines Act (1968)

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) (Amendment) Regulations 2012

Control of Substances Hazardous to Health (COSHH) Regulations 2004

Health and Safety (First Aid) Regulations 1981

Childcare Act 2006

Further guidance

Dynamic Risk Management in the Early Years (Alliance 2017)

Health and Safety Executive www.hse.gov.uk/risk

Food Standards Agency www.food.gov.uk

Ministry of Housing, Communities & Local Government www.communities.gov.uk

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Health and safety procedures

Risk assessment

Risk assessments are carried out to ensure the safety of children, staff, parents and visitors. Legislation requires all individuals in the workplace to be responsible for the health and safety of premises, equipment and working practices. We have a 'corporate responsibility' towards a 'duty of care' for those who work in and receive a service from our provision. Individuals also have responsibility for ensuring their own and others safety.

- Risk assessment form is completed for each area of work, and the areas of the building that are identified in these procedures
- Access audit is completed to ensure inclusion and the health and safety of all visitors, staff, and children. The relevant procedure is modified if required to match the assessment.
- A separate form is completed for each child who is prioritised because they are vulnerable, or meet any other criteria stipulated by the Government at the time. Risk assessment is also completed for each individual group/room as appropriate. If the risk assessment indicates a high risk if the place is offered, that cannot be minimised, the offer of the place may be withdrawn at the discretion of the setting manager.

Risk assessment means: *Taking note of aspects of your workplace and activities that that could cause harm, either to yourself or to others, and deciding what needs to be done to prevent that harm, making sure this is adhered to and is updated when necessary.*

The law does not require that all risk be eliminated, but that 'reasonable precaution' is taken. This is particularly important when balancing the need for children to be able to take appropriate risks through physically challenging play. Children need the opportunity to work out what is not safe and what they should do when faced with a risk.

Daily safety sweeps and checks indoors and outdoors

- Safety sweeps are conducted when setting up for the day prior to children arriving or closing in the evening. Sometimes a safety sweep will identify a risk that requires a formal risk assessment on form. For example, if a window latch is becoming stiff and a practitioner has to stand on a chair in order to reach it to ensure it has closed properly.

Health and safety risk assessments

Health and safety risk assessments inform procedures. Staff and parents should be involved in reviewing risk assessments and procedures, as they are the ones with first-hand

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knowledge as to whether the control measures are effective and they can give an informed view to help update procedures accordingly.

The setting manager undertakes training and ensures staff have adequate training in health and safety matters. The setting managers also ensures that checks/work to premises are carried out and records are kept.

- Electricity safety by a qualified electrician-PAT testing yearly.
- Fire precautions to check that all fire-fighting equipment and alarms are in working order(School).
- Deep clean is carried out in the serving kitchen.

The setting manager ensures that staff members carry out risk assessments that include relevant aspects of fire safety, food safety, in each of the following areas of the premises:

- Entrance/exits.
- Outdoor areas.
- Passageways/areas.
- Classroom room/Bathroom.
- Conservatory/Kitchen/staff room.
- Garden room.

The setting manager ensures staff members carry out risk assessment for off-site activities, such as children's outings, including:

- Tarn School room/kitchen/toilets
- Beach school/Moss school
- home visits
- other duties off-site such as attending meetings.

The setting manager ensures staff members carry out risk assessment for work practice including:

- changing babies, and the intimate care of young children and older children

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arrivals and departures

- children with allergies and special dietary needs or preferences
- serving food in group rooms
- cooking activities with children
- supervising outdoor play and indoor/outdoor climbing equipment
- settling-young children to sleep
- assessment, use and storage of equipment for disabled children
- visitors to the setting who are bringing equipment or animals as part of children's learning experiences, for example 'fire engines'
- following any incidents involving threats against staff or volunteers
- following any accident or incident involving staff or children

The setting manager liaises with Crime Prevention Officers as appropriate to ensure security arrangements for premises and personnel are appropriate.

Group rooms, stair ways and corridors

- Significant changes such as structural alterations or extensions are reported to Ofsted. A risk assessment is done to ensure the security of the building during building work.
- Door handles are placed high or alternative safety measures are in place.
- Chairs are stacked safely and not too high.
- There are no trailing wires; all radiators are guarded.
- Windows are opened regularly to ensure flow of air.
- Floors are properly dried after mopping up spills.
- Children do not have unsupervised access to stairways and corridors.
- Stair gates are in place in the conservatory to the kitchen/staff area.
- There are child height stair rails as well as adult height in place at the entrance to the conservatory.

Staff hold the hand of toddlers and children who require assistance negotiating the steps which are developmentally assessed-the surface at the bottom of the steps is soft tarmac to lessen the risk of slips/trips and falls.

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- Materials and equipment are stored in labelled boxes
- Walkways and stairs are uncluttered and adequately lit.
- Stairways are checked to ensure that safety and security is maintained when accessing the conservatory or garden.
- Socket safety inserts are not used as there is no safety reason to do so, modern plug sockets are designed to remove risk of electrocution if something is poked into them. Socket covers (that cover the whole socket and switch) may be used, please note these are different to socket inserts.

Kitchen

General safety

- Children do not have unsupervised access to the serving kitchen.
- Staff take tea breaks in the serving kitchen/staffroom-tea-breaks are not taken in the kitchen when food is being served.
- Wet spills are mopped immediately.
- A clearly marked and appropriately stocked First Aid box is kept in the kitchen.

Cleanliness and hygiene

Staff follow the recommended cleaning schedules in Safer Food Better Business (SFBB).

- Floors are washed down at least daily.
- All work surfaces are washed regularly with anti-bacterial agent.
- Inside of cupboards are cleaned monthly.
- Cupboard doors and handles are cleaned regularly.
- Fridge and freezer doors are wiped down regularly
- The cooker top is wiped down daily after use.

If dishwashers break down, washing up done by hand is carried out in double sinks, where available, one to wash, one to rinse.

- Where possible all crockery and cutlery are air dried.
- Plates and cups are only put away when fully dry.
- Tea towels, if used, are used once. They are laundered daily.
- Any cleaning cloths used for surfaces are washed and replaced daily.

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- There is a mop, bucket, broom, dustpan, and brush set aside for kitchen use only.
- Any repairs needed are recorded and reported to the manager.

Further guidance

Safer Food Better Business: Food safety management procedures and food hygiene regulations for small business: www.food.gov.uk/business-guidance/safer-food-betterbusiness

Children's bathrooms/changing areas

- Children bring a backpack with spare clothing and nappies/pants which is kept on their labelled peg.
- A changing unit is used for toddlers with access from a bench, three/four year olds have a changing mat on the floor surface. Staff should not have to lift heavy toddlers on to waist high units.
- Changing mats are cleaned and disinfected in baby change areas.
- Disposable nappies/trainers are cleared of solid waste and placed in nappy disposal units.
- Staff use single use gloves and aprons to change children and wash hands when leaving changing areas. Please note that gloves are not always required for a wet nappy if there is no risk of infection, however, gloves are always available for those staff who choose to wear them for a wet nappy. Gloves are always worn for a 'soiled' nappy or wiping toileted children as needed.
- Staff never turn their backs on or leave a child unattended whilst on a changing mat.
- Changing areas or stands are provided for older (disabled) children, if required.
 - Changing mats used for toddlers are covered in tissue roll for each change.
- Changing mats are disinfected after each change with disposable wipes.
- Anti-bacterial spray is not used where residue may have direct contact with skin.
- Anti-bacterial sprays used in nappy changing areas are stored on a shelf out of children's reach.
- Mechanical ventilation is used; chemical air fresheners are not used.
- All other surfaces are disinfected daily.

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Children's toilets and wash basins

- Children's toilets are cleaned twice daily using disinfectant cleaning agent for the bowls (inside and out), seat and lid, and whenever visibly soiled.
- Toilet flush handles are disinfected daily.
- Toilets not in use are checked to ensure the U-bend does not dry out and are flushed every week. Taps not in use are run for several minutes every two to three days to prevent infections such as Legionella.
- There is a toilet brush available for children's toilets. This is stored on the shelf, along with a separate cleaning cloth.
- Cubicle doors and handles are washed weekly.
- Children's hand basins are cleaned twice daily and whenever visibly soiled, inside, and out using disinfectant cleaning agent. Separate cloths are used to clean basins etc. and are not interchanged with those used for cleaning toilets. Colour coded cloths are used.
- Mirrors and tiled splash backs are washed daily.
- Paper towels are provided.
- Lidded bins are provided for disposal of paper towels and are emptied daily.
- All bins are lined with plastic bags.
- Staff who clean toilets wear rubber gloves.
- Staff changing children wear gloves and aprons as appropriate.
- Wet or soiled clothing is sluiced, rinsed, and put in a labelled plastic bag for parents to collect.
- Floors in children's toilets are washed twice daily.
- Spills of body fluids are cleared and mopped using disinfectant.
- Mops are rinsed and wrung after use and stored upright, not stored head down in buckets.
- Mops used to clean toilets or body fluids from other areas are designated for that purpose only and kept separate from mops used for other areas. Colour coding helps keep them separate.

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Short trips, outings and excursions

Planning and preparation

- Outings have a purpose with specific learning and development outcomes.
- If staff are 'borrowed' from another area to maintain ratios on an outing they are fully briefed about the children they are accompanying.
- The excursion does not go ahead if concerns are raised about its viability at any point.
- Parents are informed of an outing and staff check that consent forms on children's registration were signed.
- A minimum of two staff accompany children on outings. There is a ratio of 1:2 for babies in buggies, some disabled children, and children up to 3 years. Older children have a ratio of 1:4, depending on the risk assessment.
- Children are specifically allocated to each member of staff/volunteer; they are responsible for supervising their designated children for the duration of the excursion.
- Parents on outings are responsible for their own children only.
- Parents who have undergone vetting as volunteers may be included in the ratio.
- The designated lead for the outing has responsibility for only one child.
- A mobile phone belonging to the setting, and small first aid kit is taken out.
- Staff make sure they have water, plastic cups, spare nappies/change of clothes and wet wipes for the children going out appropriate to the length of time they are out for.
- Sun cream is applied as needed and children are clothed appropriately as well as staff.
- Staff have emergency contacts on the school phone, medication and equipment needed for children.

Risk assessment

- Risk assessment is completed prior to the outing and signed off by the setting manager and all staff taking part. Existing risk assessments are reviewed/amended as required.
- Children with specific needs have a separate risk assessment if necessary.

Outing venue (larger outings)

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- Venues used regularly are 'risk assessed' and an initial pre-visit is made to look at the health and safety aspects. If pre-visits cannot be made, risk assessment is achieved by calling the venue and asking for their risk assessment.

Transport

- If coach hire is required for an outing, only reputable companies are used.
- The setting manager ensures that seat belts are provided on the coach and that booster seats and child safety seats are used as appropriate to the age of the children.
- The maximum seating capacity of the coach or minibus is not exceeded.
- Contracted drivers are not counted in ratios.
- Public transport should always be ratio of 1-2 (unless agreed with the setting manager).

Where transport is provided by the setting

- Records are kept including insurance details and a list of named drivers.
- Drivers using their own transport should have adequate insurance cover.

Forest School and Beach School sessions (not on site)

- A separate risk assessment is conducted, and Forest/Beach School standard procedures are followed.
- The sessions always have a level 3 trained forest school or beach school practitioner.

Farm and zoo visits

Staff are aware of the risks posed by infections such as **E.coli** being contracted from animals. They are also aware of toxic substances used on farms that could be hazardous to health. Staff are vigilant of the natural dangers presented by a farm or zoo visit and conduct a risk assessment prior to the visit.

- The venue is contacted in advance of the visit to ensure no recent outbreaks of **E.coli** or other infections. If there has been an outbreak the visit will be reviewed and may be postponed.

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Hands are washed and dried thoroughly after touching an animal.

- Nothing is consumed whilst going round the farm. Food is eaten away from animals, after thoroughly washing hands.
- Children are prevented from putting their faces against animals or hands in their own mouths.
- If animal droppings are touched, hands are washed and dried immediately.
- Shoes are cleaned and hands washed thoroughly as soon as possible on departure.
- Staff or volunteers who are or may be pregnant, should avoid contact with pregnant ewes and may want to consult their own GP before the visit.
- Farmers have a responsibility to ensure that hand washing and drying facilities are available and are suitably located, that picnic areas are separate and clean, and that all other health and safety laws are fully observed.

For further guidance, refer to the insurance provider.

Larger outings checklist

There is an identified lead person for the outing.

- The outing has an educational purpose and has been agreed with the setting manager.
- Risk assessments completed/updated and shared with every staff, student/volunteer accompanying the children.
- Staff understand the potential risks when they are out with children and takes all reasonable measures to remove minimise risks.
- Bouncy castles and similar attractions are not accessed by children on an excursion.
- The designated lead practitioner is the last to leave the venue, or transport being used.
- The designated lead conducts a 'safety sweep' before during and after the outing.

Further guidance

Daily Register and Outings Record (Early Years Alliance 2021)

Good Practice in Early Years Infection Control (Pre-school Learning Alliance 2009)

Not on my Watch! (Early Years Alliance 2018)

Preventing Accidents to Children on Farms (Health and Safety Executive 2013)

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Outdoors

- All gates and fences are childproof, safe, and secure.
- Areas are checked daily to make sure animal droppings, litter, glass etc. is removed. Staff wear rubber gloves to do this.
- Bushes or overhanging trees are checked to ensure they do not bear poisonous berries.
- Stinging nettles and brambles are removed.
- Safety mats are provided under climbing equipment, even when on grass and children are taught to risk assess the danger before accessing the equipment.
- Wooden equipment is maintained safely and not used if broken.
- Wooden equipment is sanded and varnished as required.
- Broken climbing equipment or outdoor toys are removed and reported to the setting manager.
- Children are always supervised within ratios outside.
- Children are suitably attired for the weather conditions and type of outdoor activities.
- Sun cream (if parents have given permission) is applied and hats are worn during the summer months. Staff also need to be aware of the risk to themselves and use sun cream/wear hats during the spring/summer/early autumn months on the Solway Plain.
- Children who have no adequate means of sun protection, such as a hat, long sleeves and trousers or sun cream, will not be able to play outdoors in un-shaded areas.
- Children are supervised on climbing equipment, especially younger children.
- Water play is not left out but is cleared, cleaned and stored after each use.
- Receptacles are left upturned to prevent collection of rain water, this is important in areas where there are vermin to prevent urine/faeces contaminating the water.
- Sightings of vermin are recorded and reported to the manager who reports to the Environmental Health's Pest Control Department.
- Outdoor areas that have flooded are not used until cleaned down and restored. Grassed areas are not played on for at least one week after the floodwater has gone.

If paddling pools are used, a risk assessment is conducted, and consideration given to the needs of disabled children or those less ambulant.

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Drones

If there are concerns about a 'drone' being flown over the outdoor area, that may compromise children's safety or privacy, the setting manager will contact the police on 101.

- Children will be brought inside immediately.
- Parents will be informed that a Drone has been spotted flying over the outdoor area and will be advised fully of the actions taken by the setting.
- The police will have their own procedures to follow and will act accordingly.
- If at any point following the incident, photographs taken by a drone emerge on social media that could identify the nursery or individual children, these are reported to the police.
- A record is completed in the Notifiable Incident Record unless there is reason to believe that the incident might have safeguarding implications, for example:
 - the drone has hovered specifically over the outdoor area for any length of time
 - there is a likelihood that images of the children have been recorded
 - is spotted on more than one occasion
 - if the Police believe there is cause for concern

Where this is the case, 06 Safeguarding children, young people and vulnerable adults procedures are followed.

Further guidance

Reportable Incident Record (Pre-school Learning Alliance 2015)

Staff areas

- All areas are kept tidy and always uncluttered.
- Access to staff areas are kept always shut.
- Staff are provided with a secure area for storing personal belongings, including any medication they are taking.

Maintenance and repairs

Any faulty equipment or building fault is recorded, including:

- date fault noted

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- item or area faulty
- nature of the fault and priority
- who the fault reported to for action
- action taken and when
- if no action taken by the agreed date, when and by whom the omission is followed up
- date action completed

Any area that is unsafe because repair is needed, such as a broken window, should be made safe and separated off from general use.

- Any broken or unsafe item is taken out of use and labelled 'out of use'.
- Any specialist equipment (e.g. corner seat for a disabled child) which is broken or unsafe should be returned to the manufacturer or relevant professional.
- Any item that is beyond repair is condemned. This action is recorded as the action taken and the item is removed from the setting's inventory.
- Condemning items is done in agreement with the setting manager. Condemned items are then disposed of appropriately and not stored indefinitely on site.

Where maintenance and repairs involve a change of access to the building whilst repairs are taking place, then a risk assessment is conducted to ensure the safety and security of the building is maintained.

Staff personal safety

General

- Members of staff who are in the building early in the morning or late in the evening, ensure that doors and windows are locked.
- Where possible, the last two members of staff in the building leave together after dark and arrange to arrive together in the morning.
- Visitors are allowed access only with prior appointments and once identifications are verified.
- Staff make a note in the shared diary of meetings they are attending and when they are expected back.

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- The setting managers liaises with local police for advice on any issues or concerns.

Home visits

Home visits are done at the setting manager's discretion under the following health and safety considerations:

- Staff normally do home visits in pairs; usually manager or deputy and key person.
- Each home visit is recorded in the diary with the name and address of the family being visited, prior to the visit taking place.
- Staff alert a contact person in the setting when they are leaving to do the home visit and what time they are expected to return
- If there is reason for staff to feel concerned about entering premises on a visit, they do not do so, for example, if a parent appears drunk or under the influence of drugs.
- Members of staff carry work issued mobile phone when going out on a home visit.
- If staff do not return from the home visit at the expected time the contact person attempts to phone them and continues to do so until they make contact

If no contact is made after a reasonable amount of time has passed, the contact person rings the police.

Dealing with agitated parents/visitors in the setting

- If a parent or visitor appears to be angry, mentally agitated, or possibly hostile, two members of staff will lead them away from the children to an area less open but will not shut the door behind them.
- If the person is standing, staff will remain standing.
- Staff will try to empathise, for example: 'I can see that you are feeling angry at this time'.
- Staff offer to discuss the issue of concern and show they recognise the concern.
- Staff will ensure that the language they use can be easily understood
- Staff will make it clear that they want to hear issues and seek solutions.
- If the person makes threats and continues to be angry, members of staff make it clear that they will be unable to discuss the issue until the person stops shouting or being abusive, avoiding expressions like 'calm down' or 'be reasonable'.
- If threats continue, members of staff will explain that the police will be called and emphasise the inappropriateness of such behaviour in front of the children.

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- Procedure 01.12 Threats and abuse towards staff and volunteers is implemented where staff feel threatened or intimidated.

After the event, it is recorded in the child's file together with any decisions made with the parents to rectify the situation.

- Any situation involving threats to members of staff are reported to the line manager, following procedure 01.12 Threats and abuse towards staff and volunteers.

Copies of correspondence regarding the incident will be kept in the relevant child's file.

Threats and abuse towards staff and volunteers

The setting is responsible for protecting the health and safety of all staff and volunteers in its services and has a duty of care in relation to their physical and emotional well-being. We believe that violence, threatening behaviour and abuse against staff are unacceptable and will not be tolerated. Where such behaviour occurs, we will take all reasonable and appropriate action in support of our staff and volunteers.

- Staff and volunteers have a right to expect that their workplace is a safe environment, and that prompt and appropriate action will be taken on their behalf if they are subjected to abuse, threats, violence or harassment by parents, service users and other adults as they carry out their duties.
- The most common example of unreasonable behaviour is abusive or intimidating and aggressive language. If this occurs, the ultimate sanction, where informal action is not considered to be appropriate or has proved to be ineffective, is the withdrawal of permission to be on the premises.
- Where a person recklessly or intentionally applies unlawful force on another or puts another in fear of an immediate attack, it is an offence in law which constitutes an assault. We would normally expect the police to be contacted immediately.

There are three categories of assault, based on the severity of the injury to the victim.

1. Common Assault - involving the threat of immediate violence or causing minor injury (such as a graze, reddening of the skin or minor bruise).
2. Actual Bodily Harm - causing an injury which interferes with the health or comfort of the victim (such as multiple bruising, broken tooth or temporary sensory loss).
3. Grievous Bodily Harm - causing serious injury (such as a broken bone or an injury requiring lengthy treatment).

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There is also an aggravated form of assault based upon the victim's race, religion, disability or sexual orientation and other protected characteristics as defined in the Equality Act 2010 which carries higher maximum penalties.

It is important to note that no physical attack or injury needs to have occurred for a common assault to have taken place. It is sufficient for a person to have been threatened with immediate violence and put in fear of a physical attack for an offence to have been committed.

Any staff member or volunteer who feels under threat or has been threatened, assaulted, or intimidated in the course of their work must report this immediately to their manager who will follow the setting manager's procedures and guidance for responding.

999 should always be used when the immediate attendance of a police officer is required.

The police support the use of 999 in all cases where:

- there is danger to life
- there is a likelihood of violence
- an assault is, or is believed to be, in progress
- the offender is on the premises
- the offence has just occurred, and an early arrest is likely

If it is not possible to speak when making a 999 call because it alerts an offender, cough quietly or make a noise on the line, then follow the prompts to dial 55 (mobiles only) for a silent call. Police may be able to trace the call and attend the premises.

Harassment and intimidation

Staff may find themselves subject to a pattern of persistent unreasonable behaviour from individual parents or service users. This behaviour may not be abusive or overtly aggressive but could be perceived as intimidating and oppressive. In these circumstances staff may face a barrage of constant demands or criticisms on an almost daily basis, in a variety of formats for instance, email or telephone. They may not be particularly taxing or serious when viewed in isolation but can have a cumulative effect over a period of undermining their confidence, well-being, and health. In extreme cases, the behaviour of the parent or other service user may constitute an offence under the Protection from Harassment Act 1997, whereby:

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If so, the police have powers to act against the offender. Such situations are rare but, when they do arise, they can have a damaging effect on staff and be very difficult to resolve. If the actions of a parent appear to be heading in this direction, staff should speak to their manager who will take appropriate action to support. This may include the manager sending a letter to the aggressor, warning them that their behaviour is unacceptable and may result in further action being taken against them. All incidents must be recorded and reported to the setting's line manager using form.

Banning parents and other visitors from the premises

- Parents and some other visitors normally have implied permission to be on the premises at certain times and for certain purposes, and they will not therefore be trespassers unless the implied permission is withdrawn.
- If a parent or other person continues to behave unreasonably on the premises a letter will be sent to them from the directors/trustees, withdrawing the implied permission for them to be there.
- Further breaches may lead to prosecution of the person concerned by the police and they are treated as a trespasser.
- Full records are kept of each incident, in the Reportable Incident Record, including details of any person(s) who witnessed the behaviour of the trespasser(s), since evidence will need to be provided to the Court.

Dealing with an incident

- We would normally expect all cases of assault, and all but the most minor of other incidents, to be regarded as serious matters which should be reported to the setting manager and/or the police and followed up with due care and attention.
- A record of the incident must be made whether the police are involved or not.
- Whilst acknowledging that service users i.e. parents and families, may themselves be under severe stress, it is never acceptable for them to behave aggressively towards staff and volunteers. Individual circumstances along with the nature of the threat are considered before further action is taken.
- All parties involved should consider the needs, views, feelings and wishes of the victim at every stage. We will ensure sympathetic and practical help, support and counselling is available to the victim both at the time of the incident and subsequently.
- A range of support can be obtained:
 - from the setting manager, directors/trustees and/or a staff colleague

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- from Victim Support on giving evidence in court
- In non-urgent cases, where the incident is not thought to be an emergency, but police involvement is required, all staff and volunteers are aware of the non-emergency police contact number for the area.
- 999 calls receive an immediate response. Unless agreed at the time, non-emergency calls are normally attended within 8 hours (24 hours at the latest).
- When they attend the setting or service, the police will take written statements from the victim (including a 'Victim Personal Statement') and obtain evidence to investigate the offence in the most appropriate and effective manner.
- The police will also consider any views expressed by the setting manager and owner/directors/trustees as to the action they would like to see taken. The manager should speak to the victim and be aware of his or her views before confirming with the police how they wish them to proceed.
- In some cases the victim may be asked by the police if he/she wishes to make a complaint or allegation against the alleged offender. It is important to ensure that the victim can discuss the matter with their line manager, a colleague or friend before deciding on their response. It is helpful for the victim to be assured that, if there is a need subsequently to give evidence in court, support can be provided if it is not already available from Victim Support.
- The decision regarding whether an individual is prosecuted is made by the police or Crown Prosecution Service (CPS) based on the evidence and with due regard to other factors.
- After the incident has been dealt with, a risk assessment is done to identify preventative measures that can be put in place to minimise or prevent the incident occurring again.

Harassment or intimidation of staff by parents/visitors

- The setting manager should contact their line manager for advice and support.
- Where the parent's behaviour merits it, the setting manager, with another member of staff present, should inform the parent clearly but sensitively that staff feel unduly harassed or intimidated and are considering making a complaint to the police if the behaviour does not desist or improve. The parent should be left in no doubt about the gravity of the situation and that this will be followed up with a letter drafted by the setting manager but sent to their line manager for approval before being issued.

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- The setting manager and/or their line manager might wish to consider advising the parent to make a formal complaint. Information about how to complain is clearly displayed for parents and service users.
- If the investigation concludes that the parent's expectations and demands are unreasonable, and that they are having a detrimental effect on staff, the findings can strengthen the setting manager's position in further discussions with the parent and subsequently, if necessary, with the police.

Complaints relating to potential breaches of the EYFS Safeguarding and Welfare requirements will be managed according to the 10.2 Complaints procedure for parents and service users.

Further guidance

Complaint Investigation Record (Pre-school Learning Alliance 2015)

Report Incident Record (Pre-school Learning Alliance 2015)

Entrances and approach to the building

- Entrances and approaches are kept tidy and always uncluttered.
- All gates and external fences are childproof and safe
- Front doors are always kept locked and shut.
- The identity of a person not known to members of staff is checked before they enter the building.
- All staff and visitors to the setting sign in and out of the building.
- A member of staff is available to open and close the door and to greet arrivals, say goodbye to parents and to make sure that doors and gates are shut.
- Back doors are always kept locked and shut if they may lead to a public or unsupervised area, unless this breaches fire safety regulations or other expectations.
- Where building works or repairs mean that normal entrances/exits or approaches to the building are not in use, a risk assessment is conducted to maintain safety and security whilst the changes are in place.

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- Whilst social distancing restrictions are in place a risk assessment identifies measures required to keep parents two metres apart and to reduce risk of parents gathering in entrance areas during peak times.

Control of Substances Hazardous to Health (COSHH)

- Staff implement the current guidelines of the Control of Substances Hazardous to Health (COSHH) Regulations.
- Personal protective equipment (PPE), such as rubber gloves, latex free/vinyl gloves, aprons etc., is available to all staff as needed and stocks are regularly replenished.
- Hazardous substances are stored safely away from the children.
- Chemicals used in the setting should be kept to the minimum to ensure health and hygiene is maintained.
- Risk assessment is done for all chemicals used in the setting.
- Environmental factors are considered when purchasing, using and disposing of chemicals.
- All members of staff are vigilant and use chemicals safely.
- Anti-bacterial soap/hand wash is not normally used, unless specifically advised during an infection outbreak, such as Pandemic flu or Coronavirus.
- Anti-bacterial cleaning agents are restricted to toilets, nappy changing areas and food preparation areas and are not used when children are nearby.
- Members of staff wear rubber gloves when using cleaning chemicals.

Manual handling

- All staff comply with risk assessment and have a personal responsibility to ensure they do not lift objects likely to cause injury. Failure to do so may invalidate an insurance claim.

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- Members of staff bring the setting manager's attention to any new risk, or situations where the control measures are not working.
- Risk assessments may need to be changed for some individuals, such as a pregnant woman, or staff with an existing or previous injury or impairment that may affect their capacity to lift.
- Risk assessment is carried out of the environment in which the lifting is done. Features such as uneven floor surfaces, stairs, etc. add to the general risk and need to be taken into consideration.
- The setting manager ensures that they and their staff are trained to lift and move heavy objects and unstable loads correctly. Babies and young children are also heavy and need to be lifted and carried carefully and correctly.

Guidelines:

- Do not lift heavy objects alone. Seek help from a colleague.
- Bend from the knees rather than the back.
- Do not lift very heavy objects. even with others. that are beyond your strength.
- Use trolleys for heavy items that must be carried or moved on a regular basis.
- Items should not be lifted onto, or from, storage areas above head height.
- Do not stand on objects, other than proper height steps, to reach high objects and never try to over-reach.
- Push rather than pull heavy objects.
- Do not carry heavy objects up or down stairs; or carry large objects that may block your view of the stairs.
- Do not hold babies by standing and resting them on your hips.

Please note this is not an exhaustive list.

- Managers are responsible for carrying out risk assessment for manual handling operations, which includes lifting/carrying children and lifting/carrying furniture or equipment.

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Festival (and other) decorations

General

- Basic safety precautions apply equally to decorations put up for any festival as well as to general decorations in the setting. Children are informed of dangers and safe behaviour, relative to their level of understanding.

Decorations

- Only fire-retardant decorations and fire-retardant artificial Christmas trees are used.
- Paper decorations, other than mounted pictures, are not permitted in the public areas of the buildings, for example, lobbies, stairwells etc.

Electrical equipment.

- Electrical equipment (a light, extension leads etc) must be electrically tested *before* use.
- If using tree lights, place the tree close to an electrical socket and avoid using extension leads. Always fully uncoil any wound extension lead to avoid overheating.
- Remember to unplug the lights at the end of the day.
- Electrical leads are arranged in such a way that they do not create a trip hazard.

Location

- Trees and decorations must never obstruct walkways or fire exits.
- Do not place decorations on or close to electrical equipment (e.g. computers); they are a fire hazard.
- Decorations must be clear of the ceiling fire detectors, sprinklers, and lights.

Children's areas

- Christmas trees are placed where children cannot pull them over.
- Glass decorations are not used.

Animals and pets

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- Arrangements must be made immediately for any current pets kept within the setting to be temporarily re-homed in case the setting has to close. In the interim the pets may stay at the setting. Views of parents and children are considered when selecting a pet for the setting.
- Staff will be aware of any allergies or issues individual children may have with any animals/creatures.
- A risk assessment is conducted and considers any hygiene and safety risks posed by the animal or creature.
- Suitable housing for the animal is provided and is regularly cleaned and maintained.
- The correct food is offered at the right times and staff are knowledgeable of the pet's welfare and dietary needs.
- Arrangements are made for weekend and holiday care for the animal/creature.
- There is appropriate pet health care insurance or other contingencies agreed and put in place to pay for veterinary care and the animal is registered with a local vet.
- All vaccinations and health measures such as de-worming are up to date.
- Children are taught correct handling of the pet and are always supervised.
- Children wash their hands after handling the pet and do not have contact with animal faeces, or soiled bedding.
- Members of staff wear single use vinyl/latex free gloves when cleaning/handling soiled bedding.
- Snakes and some other reptiles are not suitable pets for the setting due to infection risks.
- The manager will check with the directors/trustees before introducing a new pet into the setting.

Animals bought in by visitors

- The owner of the animal/creature maintains responsibility for it in the setting.

The owner carries out a risk assessment detailing how the animal/creature is to be handled and how any safety or hygiene issues will be addressed.

Further guidance

Good Practice in Early Years Infection Control (Pre-school Learning Alliance 2009)

Face painting and mehndi

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Children are face painted only if parents have given prior written consent. Verbal consent is fine at events where parents are present.

- A child who does not want to have their face painted will not be made to continue.
- Children under two years of age are generally not fully face painted, however a nose and whiskers (or similar) is fine. Having an arm or hand painted with a flower, star or butterfly is also an option for very young children who may not sit still.
- Children with open sores, rashes or other skin conditions are not painted.
- Glitter based face paints are not used on children under two years of age.
- Members of staff painting children's faces wash their hands before doing so, cover any cuts or abrasions and ensure they have the equipment they need close to hand.
- Only products with ingredients compliant with EU and FDA regulations are used.
- Clean water is used to wash brushes and sponges between children. Ideally a sponge is used once only before being machine washed on a hot cycle.
- Staff face painting at an event ensure they have a comfortable chair or shoes if standing, to reduce the risk of back or neck strain. Face painting is an activity that can cause repetitive stress injuries, therefore, regular breaks are not taken at events such as fetes.

Mehndi painting

- Staff never mehndi paint children under three years old using henna/henna-based products.
- Parental permission must be gained before staff mehndi paint children over the age of three years old.
- Children prone to allergies, anaemic or suffering from any illness that may compromise their immune system are never painted under any circumstances.
- Black henna is never used and only 100% natural red henna (diluted with water) is used on children
- It is preferable that non-henna products are used to create mehndi patterns but if the setting operates in an area where mehndi is practiced by families and the criteria above is followed then henna may be used.

Further guidance

Good Practice in Early Years Infection Control (Pre-school Learning Alliance 2009)

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Notifiable incident, non- child protection

Staff respond swiftly, appropriately and effectively in the case of an incident within the setting. Notifiable incidents in this procedure are those not involving child protection.

A 'notifiable' incident' could include:

- fire or suspected arson
- electric or Gas fault
- burst pipe, severe leak or flooding
- severe weather that has caused an incident or damage to property
- break-in with vandalism or theft
- staff, parent or visitor mugged or assaulted on site or in vicinity on the way to or from the setting
- outbreak of a notifiable disease
- staff or parent threatened/assaulted on the premises by a parent or visitor
- accidents due to any other faults (that are reportable under RIDDOR)
- lost child
- any event or information that becomes known, that may have implications for the setting or the wider organisation in the future use

The designated health and safety officer:

- has all emergency services numbers immediately to hand
- has a list of contacts for maintenance and repair
- ensure that members of staff know what to do in an emergency
- risk assess the situation and decides, with the trustees/directors, if the premises are safe to receive children before any children are arrive or to offer a limited service

Emergency evacuation

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In most instances, children will not be evacuated from the premises unless there is an immediate risk or unless they are advised to do so by the emergency services.

□ There is an emergency evacuation procedure in place which is unique to the setting and based upon risk assessment in line with others using the building.

- Emergency evacuation procedures are practised regularly and are reviewed according to risk assessment (as above).
- Staff evacuate children to a pre-designated area (as per the fire drill), unless advised by the emergency services that the designated area is not suitable at that time.
- Once evacuated, nobody enters the premises, until the emergency services say so.
- Members of staff will act upon the advice of the emergency services at all times.

Emergency procedures route - when fire alarm rings, everyone stops their activity, lines up in an orderly manner and exits the building via the fire exits or garden gate.

Responsibilities key persons stay calm need the children out to the assembly point, supporting the younger or frightened children by holding their hand.

The leader / deputy is the last person out bringing the register/ checking all the children have left the building.

At the designated assembly point a headcount takes place where the Head teachers / leader instructions are followed.

Emergency Closure

The circumstances under which the setting may be closed due to an incident include:

- The directors/trustees make the decision to close – thereby withdrawing the service.
- A third party makes the decision to close for example:
 - a school, where the setting is on a school site
 - the emergency services
- A parent makes the decision for their child not to attend.
 - If a parent makes the decision for their child not to attend due to a critical incident, the child's fees are due as normal.
 - Further consideration of individual incidences must be done in consultation with the owners/trustees/directors.

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Recording and reporting

- On discovery of the notifiable incident, the member of staff reports to the appropriate emergency service, fire, police, ambulance, if those services are needed.
- The member of staff ensures that the setting manager and/or deputy are informed (if not on the premises at the time) and that the owners/trustees/directors are informed.
- The setting manager completes and sends an incident record to the trustees/directors, who, according to the severity of the incident notifies Ofsted or RIDDOR.
- If the incident indicates that a crime may have been committed, all staff witness to the incident should make a written statement.
- Staff do not discuss the incident with the press.

RIDDOR reportable events include:

- Specified injuries at work, as detailed at www.hse.gov.uk/pubns/indg453.pdf
- Fatal accidents to staff, children and visitors (parents).
- Accidents resulting in the incapacitation of staff for more than seven days.
- Injuries to members of the public, including parents' and children, where they are taken to hospital.
- Dangerous 'specified' occurrences, where no-one is injured but they could have been. (these are usually industrial incidents).

This may include:

- a member of staff injures back at work through lifting and is off for two weeks
- a parent slips on a wet floor near the water tray and is taken to hospital
- a child falls from a climbing frame and is taken to hospital
- the ceiling collapses
- an outbreak of Legionella

The setting manager informs the trustees/directors and completes an accident and/or incident record; witness statements are taken as previously detailed.

- If the incident is RIDDOR reportable, the setting manager telephones HSE Contact Centre on 0345 300 9923 or reports online at www.hse.gov.uk/riddor/report.htm
- RIDDOR Reportable events require reporting to RIDDOR within 15 days of the event occurring.

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The local authority investigates all reported injuries, diseases or dangerous occurrences. They will decide if there has been a breach in health and safety regulations and will decide what measures will be taken.

The trustees/directors review how the situation was managed, as above, to ensure that investigations were rigorous and that policies and procedures were followed.

If an insurance claim is likely:

- incidents such as fire, theft or flood are notified to the insurance provider immediately
- the setting does not admit liability
- if broken or faulty equipment is involved, it must not be repaired, destroyed or disposed of, in case it is needed during the investigation
- if communication from a solicitor is received on behalf of the injured party, this is sent directly to the insurance provider; the setting manager will then write to the solicitor to confirm that the letter has been passed on
- the incident is not discussed with any outside persons, or other parents, no matter what questions they may ask about their own child's safety in relation to the incident, as it is regarded as confidential under the Data Protection Act.

Terrorist threat/attack and lock-down

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

- The setting manager assesses the likelihood of an incident happening based on their location.
- The setting manager will check our police website for advice and guidance.
- Local police contact numbers are clearly displayed for staff to refer to.
- Staff rehearse simple 'age appropriate' actions with the children such as staying low to the floor, keeping quiet and listening to instructions in the same way that fire procedures are practiced. Lock-down must be rehearsed and recorded termly.
- The setting manager is aware of the current terrorist alert level, as available at www.mi5.gov.uk/threat-levels.

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- We follow any additional advice issued by the local authority.
- Emergency procedures are reviewed and added to if needed.
- Information about this procedure is shared with parents and all staff are aware of their role during 'lockdown'.
- A text/phone message is issued to parents when lockdown is confirmed.

Suggested wording for parent message

Due to an incident we have been advised by the emergency services to secure the premises and stay put until we are given the 'all clear'. Please do not attempt to collect your child until it is safe to do so. We will let you know as soon as we are able to when that is likely to be. In the mean time we need to keep our phone lines clear and would appreciate your cooperation in not calling unless it is vital that you speak to us.

Lock-down procedures

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

During 'lock-down'

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

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

During lockdown staff do NOT:

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

Following lockdown:

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

Recording and reporting

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

Further guidance

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

For non-emergency, call the police on 101.

Closed circuit television (CCTV)

CCTV is used for the purpose of providing additional security for children, staff, parents/carers, visitors and other agencies concerned with the setting.

The use of CCTV is informed by the guiding principles of the Surveillance Camera Code of Practice (Home Office 2013) as follows:

1. Use of a surveillance camera system must always have a specified purpose which is in pursuit of a legitimate aim and necessary to meet a pressing need.

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The purpose will be to further support the perception of the safety and well-being of children, staff and visitors to the setting; to protect the setting and its assets; to assist in the detection of any crime that may have been committed and ultimately to further ensure that the safeguarding and welfare requirements of the Early Years Foundation Stage are adhered to at all times. CCTV is never used without a specified purpose and likewise is not reviewed by staff members who do not have authority and a specific reason for doing so.

2. The use of a surveillance camera system must take into account its effect on individuals and their privacy, with regular reviews to ensure its use remains justified. The Human Rights Act (1998) gives every individual the right to private life and correspondence. This means that CCTV will only be used in public areas of the setting i.e. reception and group rooms. The owners/directors/trustees will review the continued use of CCTV at least annually and will discuss any issues arising from the use of CCTV during routine supervision with the setting manager.

3. There must be as much transparency in the use of surveillance camera systems as possible, including a published contact point for access to information and complaints.

There are signs clearly displayed for staff, parents and visitors, informing them that CCTV is in operation and that they may be recorded. The procedure is displayed for staff, visitors and parents. Complaints relating to the use of CCTV should be discussed with the setting manager in the first instance following 10.2 Complaints procedure for parents and service users.

4. There must be clear responsibility and accountability for all surveillance camera system activities including images and information collected, held and used.

The setting manager is responsible for the day-to-day management of the CCTV system. Images are stored on the system for up to 4 weeks and are then automatically recorded over. Images are not routinely scrutinised unless there is a legitimate reason to do so, i.e. a complaint or allegation is made by a parent, member of staff or visitor to the premises, or an allegation is made by a child.

5. Clear rules, policies and procedures must be in place before a surveillance camera system is used, and these must be communicated with all who need to comply with them.

The procedure covers all aspects and is reviewed annually. All staff are aware of the procedure and their role and responsibility. Parents and visitors are made aware of the procedure which is displayed clearly for them to view at any time. The following details are kept:

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- name of setting manager responsible for day-to-day CCTV use
 - name of setting manager's line manager
 - name of CCTV system used
 - number and positions of cameras in use daily
 - names of staff authorised to view CCTV images (ensuring this is only staff with a legitimate reason to do so)
 - how VVTC procedures are explained to all staff, students, parents and visitors
 - contact number for CCTV maintenance
6. No more images and information should be stored than that which is strictly required for the stated purpose of the surveillance camera system, and such images and information should be deleted once their purpose is discharged
 7. Images are recorded over or destroyed after 4 weeks and are only used as stated above. Images must not be destroyed before this time if an official request to view them is made.
 8. Access to retained images and information should be restricted and there must be clearly defined rules on who can gain access and for what purpose such access is granted; the disclosure of images and information should only take place for law enforcement purposes.

Only the setting manager, their line manager and deputy have access to retained CCTV images. If an instance arises where the CCTV images need to be reviewed to prove or disprove an allegation or incident, this is the responsibility of the setting manager who will share the images with the police, social care or Ofsted to assist with an official investigation if required. A record is retained, containing the date of the incident/allegation; camera number of positions; brief description of the incident/allegation – with reference to related safeguarding forms; who the footage was viewed by, date viewed and action taken – and counter signed by a senior member of staff. Images may also be requested by the owners/directors/trustees for the purpose of conducting an investigation into an incident.

9. Surveillance camera system operators should consider any approved operational, technical and competency standards relevant to a system and its purpose and work to maintain those standards.

The setting manager and their line manager will take heed of local and national guidance for the use of CCTV in the setting. The setting manager ensures that all staff involved understand their duty to adhere to section 07 Record keeping procedures, which also detail how others may request a copy of the data and under what circumstances.

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10. Surveillance camera system images and information should be subject to appropriate security measures to safeguard against unauthorised access and use

The setting manager is responsible for the security measures to safeguard against unauthorised access and use. This will include the security of the location where images are stored.

11. There should be effective review and audit mechanisms to ensure legal requirements, policies and standards are complied with in practice, and regular reports should be published.

The setting manager is responsible for ensuring that policies and standards are adhered to at all times, seeking further advice from the owners/directors/trustees at any point when the images must be scrutinised for the purpose of investigating an incident.

12. When the use of a surveillance camera system is in pursuit of a legitimate aim, and there is a pressing need for its use, it should then be used in the most effective way to support public safety and law enforcement with the aim of processing images and information of evidential value.

If CCTV images are reviewed following an incident or an allegation, a record is made. Under no circumstances are CCTV images shared with parents or other service users unless there is a legitimate reason for doing so, i.e. to disprove an allegation against a member of staff. The process for using CCTV in these circumstances is as follows:

- an allegation or incident occurs that may have been caught on CCTV
- setting manager reviews CCTV footage and retains a record
- setting manager reports their findings to their line manager
- if there is reason to believe that a crime may have been committed then an investigation takes place following the 06 Safeguarding children, young people and vulnerable adults procedures and 07 Record keeping procedures.
- a parent or other person whose image has been recorded and retained and wishes to access the images must apply to the setting manager in writing
- the Data Protection Act gives the manager the right to refuse a request to view the images, particularly where such access may prejudice the prevention or detection of a crime
- if access to the image is refused then the reasons are documented and the person who made the request is informed in writing within 28 days. The images are not destroyed until the issue is resolved

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at all times, 06 Safeguarding children, young people and vulnerable adults procedures are followed.

13. Any information used to support a surveillance camera system which compares against a reference database for matching purposes should be accurate and kept up to date.

Legal basis

Human Rights Act 1989

Data Protection Act 1998

Protection of Freedoms Act 2012

GDPR 2018

Guidance

Surveillance Camera Code of Practice (Home Office 2013)

www.gov.uk/government/publications/surveillance-camera-code-of-practice

Fire safety policy

Alongside associated procedures in 02.1 Fire safety, this policy was adopted by *West Newton Pre-school-September 2021*

Designated Fire Marshalls are: *Mrs. S. Shardlow*

Aim

Our provision is a suitable, clean, and safe place for children to be cared for, where they can grow and learn. We meet all statutory requirements about fire safety and fulfil the criteria for meeting the relevant Early Years Foundation Stage Safeguarding and Welfare Requirements.

Objectives

- We recognise that we have a corporate responsibility and a duty of care for those who work in and receive a service from our provision, but individual employees and service users also have a responsibility to ensure their own safety as well as that of others. Risk assessment is the key means through which this is achieved.
- A fire safety risk assessment is carried out by a competent person in accordance with the Regulatory Reform (Fire Safety) Order 2005.

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- A Fire Log is completed and regularly updated.
- Necessary equipment is in place to promote fire safety.

Legal references

Regulatory Reform (Fire Safety) Order 2005)

Electricity at Work Regulations (1989)

Further guidance

Fire Safety Record (Early Years Alliance 2019)

Fire Safety Risk Assessment: Educational Premises

www.communities.gov.uk/publications/fire/firesafetyrisk6

Fire safety

- The setting manager has access to, or a copy of, the fire safety procedures specific to the building and ensure they align with these procedures. The setting manager makes reasonable adjustments as required to ensure the two documents do not contradict each other.

Fire safety risk assessment

02.1a Fire safety risk assessment form is carried out in each area of the setting by a competent person using the five steps to fire safety risk assessment as follows:

1. Identify fire hazards
 - Sources of ignition.
 - Sources of fuel.
 - Sources of oxygen (including oxygen tanks for disabled children).
2. Identify people at risk
 - People in and around the premises.
 - People especially at risk including very young babies, less ambulant disabled children or those using specialised equipment, such as splints, standing frames.
3. Evaluate, remove, reduce and protect from the risk
 - Evaluate the risk of the fire occurring.

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- Evaluate the risk to people from a fire starting on the premises.
 - Remove and reduce the hazards that may cause a fire.
 - Remove and reduce the risks to people from a fire.
4. Record, plan, inform, instruct, train
- Record significant findings and action taken.
 - Prepare an emergency plan.
 - Inform and instruct relevant people; inform and co-operate with others.
 - Provide training.
5. Review
- Keep assessment under review and revise when necessary.

The fire safety risk assessment focuses on the following for each area:

- Electrical plugs, wires, sockets.
- Electrical items.
- Matches.
- Flammable materials, including furniture, furnishings, paper etc.
- Flammable chemicals (which are also covered in COSHH).
- Means of escape.
- Any other, as identified.

Fire safety precautions include:

- All electrical equipment is checked by a qualified electrician annually.
- Any faulty electrical equipment is taken out of use and recorded as such or condemned (whichever is necessary).
- Sockets are covered. This is different to using plug sockets inserts, a socket cover, covers the whole socket, including the switch and is safe to use.
- Water and electrical items do not come into contact; staff do not touch electrical items with wet hands.
- All fire safety equipment is checked annually.
- Oxygen tanks.

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Fire Drills

Emergency evacuation procedure

.At Westnewton Pre-school the cover procedures for practice drills including:

1. How children are familiar with the sound of the fire alarm (through fire Drill practices, every half term).
2. How the children staff and parents know where the fire exits are, (Fire exits are clearly marked in the School).
3. How children are led from the building to the assembly point (Children's Key workers ensure their children are lined up and evacuated from the building to a place of safety- St. Matthew's CE School's top corner of the playground.
4. How they will be accounted for and who by (The Register-Children's Key workers are responsible for their own group and the staff sign in sheet to account for staffs in the building).
5. How long it takes to get the children out safely (Time noted on the fire drill practice sheet).
6. Who calls the emergency services and when in the event of a real fire (The emergency services are called by the Manager, Deputy Manager or school secretary after evacuating the building).
7. How parents are contacted (The parents are contacted by the school secretary or pre-school manager).

The fire drill record book must contain:

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

Legal framework

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

Further guidance

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

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Fire precautions

- Fire exit signs are the green 'running man' signs and are in place and clearly visible.
- Fire exits by doors are those that show a green light at night.
- Fire doors are not locked during normal working hours.
- Fire evacuation notices are in every room; these are displayed in print large enough to read from a short distance. They say where the assembly point is.
- Fire alarms are in place and tested monthly, and where necessary supplemented with visual warnings. This is recorded.
- Smoke alarms are in place and tested monthly. This is recorded.
- A fire blanket is in place in the kitchen (and any other location where there is a cooker).
- Fire extinguishers are in place and are appropriate

Further guidance

Dynamic Risk Management (Pre-school Learning Alliance 2017)

Fire Safety Record (Early Years Alliance 2019)

Fire Safety Risk Assessment: Educational Premises (HMG 2006):

www.gov.uk/government/publications/fire-safety-risk-assessment-educational-premises

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Food safety and nutrition policy

Alongside associated procedures in 03.1-03.6 Food safety and nutrition, this policy was adopted by *Westnewton Pre-school-September 2021*

Aim

Our setting is a suitable, clean, and safe place for children to be cared for, where they can grow and learn. We meet all statutory requirements for food safety and fulfil the criteria for meeting the relevant Early Years Foundation Stage Safeguarding and Welfare requirements

Objectives

- We recognise that we have a corporate responsibility and duty of care for those who work in and receive a service from our provision, but individual employees and service users also have responsibility for ensuring their own safety as well as that of others. Risk assessment is the key means through which this is achieved.
- Procedure 01.3 Serving Kitchen is followed for general hygiene and safety in food preparation areas.
- St. Matthew's School provides nutritionally sound lunches and West Newton Pre-school provides snacks which promote health and reduce the risk of obesity and heart disease that may begin in childhood.
- We follow the main advice on dietary guidelines and the legal requirements for identifying food allergens when planning menus based on the four food groups:
 - meat, fish, and protein alternatives
 - milk and dairy products
 - cereals and grains
 - fresh fruit and vegetables.
- Following dietary guidelines to promote health also means taking account of guidelines to reduce risk of disease caused by unhealthy eating.
- Parents share information about their children's particular dietary needs with staff when they enrol their children and on an on-going basis with their key person. This information is shared with all staff who are involved in the care of the child.
- Foods provided by the school or setting for children have any allergenic ingredients identified on the menus.

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- Care is taken to ensure that children with food allergies do not have contact with food products that they are allergic to.
- Risk assessments are conducted for each individual child who has a food allergy or specific dietary requirement.

Legal references

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

Food Information Regulations 2014

The Childcare Act 2006

Further guidance

Safer Food Better Business for Caterers (Food Standards Agency)

<https://www.food.gov.uk/business-guidance/safer-food-better-business-for-caterers>

Food preparation, storage and purchase

General

- All staff have up to date certificated training on food safety.
- Cooks refer to Eat Better, Start Better (Action for Children 2017) and Example menus for early years settings in England (PHE 2017) which contains guidance on menu planning, food safety, managing food allergies and reading food labels.
- The setting manager is responsible for ensuring that the requirements in Safer Food Better Business are implemented.
- Cooks and all staff responsible for preparing food have undertaken the Food Allergy Online Training CPD module available at <http://allergytraining.food.gov.uk/>.
- The Nominated Person is responsible for overseeing the work of the cook and all food handlers to ensure hygiene and allergy procedures are complied with.
- The setting manager has responsibility for conducting risk assessment based on the 'Hazard Analysis and Critical Control Point' method set out in Safer Food Better Business.
- Cooks carry out and record daily opening/closing checks, four weekly reviews and dated records of deep cleaning.
- The cook and setting manager maintain a Food Allergy and Dietary Needs folder with:

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- a list of all children with known food allergies or dietary needs updated at least once a term (the personal/medical details about the allergy or dietary needs remain in the child's file along with a copy of the risk assessment). This is clearly displayed for all staff and the risk assessment shared with all staff.
- a record of food menus along with any allergens using
- a copy of the FSA booklet 'Allergen information for loose foods' available at www.food.gov.uk/sites/default/files/media/document/loosefoodsleaflet.pdf
- a copy of the Food Allergy Online Training CPD certificate for the cook and each member of staff that has undertaken the training

The setting manager is responsible for informing the trustees/directors who then reports to Ofsted any food poisoning affecting two or more children looked after on the premises. Notification must be made as soon as possible and within 14 days of the incident.

Purchasing and storing food

- ☐ Food is purchased from reputable suppliers.
- ☐ Pre-packed food (any food or ingredient that is made by one business and sold by another such as a retailer or caterer) is checked for allergen ingredients and this information is communicated to parents alongside menu information. For example, a meat pie bought at a supermarket or a tin of baked beans or the ingredients for a recipe prepared on site.
- ☐ If food that is not pre-packed (described as 'loose food'), such as sandwiches bought from a bakery is served, then allergen information will have been provided by the retailer, this information must then be shared in the same way with parents.
- ☐ Parents are requested not to bring food that contains nuts. Staff check packets to make sure they do not contain nuts or nut products.
- ☐ Bulk buy is avoided where food may go out of date before use.
- ☐ All opened dried food stuffs are stored in airtight containers.
- ☐ Dried packaged food is not decanted from packaging into large bins or containers as this prevents monitoring of sell by/use by dates and allergen information.
- ☐ Food is regularly checked for sell by/use by dates and any expired items are discarded.
- ☐ Bottles and jars are cleaned before returning to the cupboards.
- ☐ 'Squeezy' plastic bottles are not used for sauces.

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- Items are not stored on the floor; floors are kept clear so they can be easily swept.
- Perishable foods such as dairy produce, meat and fish are to be used the next/same day. Soft fruit and easily perishable vegetables are kept in the fridge at 1- 5 Celsius.
- Packaged frozen food should be used by use by dates.
- Food left over should not be frozen unless it has been prepared for freezing, such as home-made bread or stews. Hot food should be left to cool for up to 1.5 hours and then quickly frozen.
- Freezer containers should be labelled, dated and used within 1-3 months.

Fridge and freezer thermometers should be in place. Recommended temperatures for fridge 37 degrees Fahrenheit (3 degrees Celsius), and freezers 0 degrees Fahrenheit (18 degrees Celsius). Temperatures must be checked and recorded daily to ensure correct temperatures are being maintained.
- Freezers are defrosted every 3 months or according to the manufacturer's instructions.
- Meat/fish is stored on lower shelves and in drip-free dishes.
- 1. Fruit and vegetables stored in the fridge are washed thoroughly before refrigeration to reduce risk of pests and **E.coli** contamination.
- 2. Staff's own food or drink should be kept in separate designated area of the fridge; where possible, a fridge should be kept in the staff room to avoid mix ups.
- Items in fridges must be regularly checked to ensure they are not past use by dates.

Preparation of food

- Food handlers must check the content of food/packets to ensure they do not contain allergens.
- Food allergens must be identified on the menus and displayed for parents.
- Food handlers wash hands and cover any cuts or abrasions before handling food.
- Separate boards and knives are used for chopping food, usually colour coded.
- Raw and cooked foods are prepared separately.
- Meat and fish should be washed and patted dry with paper towels. This does not include chicken which must not be washed because of the risk of campylobacter.
- All vegetables and fruit are washed before preparing.

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- Food left out is covered, for example when cooling down.
- Frozen meat, fish and prepared foods are thawed properly before cooking.
- Meat and fish are cooked thoroughly; a food probe is to be used to check temperature of roasted meat or baked meat products.
- Where a microwave is used, food is cooked according to manufacturer's instructions.
Generally, it is not used to heat children's food and never used to heat babies' bottles.
- Microwaved food is left to stand for a few minutes before serving.
- A food probe is used to check temperature of food, including where heated in a microwave; it is checked in a number of places to avoid 'hot spots'.

Food is cooked in time for serving and is not prepared in advance of serving times.

- Hot cupboards or ovens are not used to keep food warm.
- Potatoes and vegetables are peeled when needed, not in advance and left in water.
- Food prepared and cooked for different religious dietary needs and preferences, such as Halal or Kosher meat is cooked in separate pans and served separately.
- Food cooked for vegetarians does not come into contact with meat or fish or products.
- Food cooked and prepared for children with specific dietary needs is cooked in separate pans and served separately.
- A separate toaster is kept and used for children with a wheat or gluten allergy.
- Food prepared for children with dietary needs and preferences is clearly labelled and every effort is made to prevent cross-contamination.
- Raw eggs are not to be given in any form, such as mousse or mayonnaise.
- When given to children, eggs are fully cooked.

Serving Food

- Food is served for children in separate covered containers for each table.
- Staff risk assess the likelihood of children with dietary restrictions accessing the food of other children and must take appropriate action to prevent this from happening, for example:
 - check the list of children's dietary requirements displayed in the food preparation area

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- coloured plates
 - place mats
 - other methods as agreed by the setting manager
- ☐ Children with allergies/food preferences are not made to feel 'singled out' by the methods used to manage their allergy/food preference.
 - ☐ Food served to children with identified allergies is checked by the key person to ensure that the meal (and its ingredients) does not contain any of the allergens for that child.
 - ☐ The child's key person remains present throughout the child's mealtime.
 - ☐ Food is taken from the kitchen to the rooms on a trolley, not carried across rooms.
 - ☐ Tables are cleaned before and after, with soapy water or a suitable non-bleach product.

Members of staff serving food wash their hands and cover any cuts with a blue plaster.

E.coli prevention

Staff who are preparing and handling food, especially food that is not pre-prepared for consumption e.g. fruit and vegetables grown on the premises, must be aware of the potential spread of E.coli and must clean and store food in accordance with the E.coli 0157 guidance, available at:

www.food.gov.uk/business-industry/guidancenotes/hygguid/ecoliguide#.U7FCVGIOWdI

Further guidance

[Eat Better, Start Better \(Action for Children 207\) www.foundationyears.org.uk/eat-betterstart-better/](http://www.foundationyears.org.uk/eat-betterstart-better/)

[Example Menus for Early Years Settings in England \(PHE 2017\)](#)

www.gov.uk/government/publications/example-menus-for-early-years-settings-in-england

[Safe Food Better Business www.food.gov.uk/business-guidance/safer-food-better-businesssfb](http://www.food.gov.uk/business-guidance/safer-food-better-businesssfb)

[Allergen information for loose foods \(Food Standards Agency 2017\)](#)

www.food.gov.uk/sites/default/files/media/document/loosefoodsleaflet.pdf

Campylobacter (Food Standards Agency)

www.food.gov.uk/newsupdates/campaigns/campylobacter/fsw-2014

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Food safety advice for children age 5 and under

<https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-yourpractice/food-safety->

How to reduce the risk of choking Food

preparation:

- remove any stones and pips from fruit before serving
- No fruit containing whole stone seeds are to be served
- cut small round foods, like grapes, strawberries and cherry tomatoes, lengthways and into quarters
- cut large fruits like melon, and hard fruit or vegetables like raw apple and carrot into slices instead of small chunks
- do not offer raisins as a snack to children under 12 months – although these can be chopped up as part of a meal
- soften hard fruit and vegetables (such as carrot and apple) and remove the skins when first given to babies from around 6 months
- sausages should be avoided due to their high salt content, but if offered to children these should be cut into thin strips rather than chunks and remove the skins
- remove bones from meat or fish
- do not give whole nuts to children under five years old
- do not give whole seeds to children under five years old
- cut cheese into strips rather than chunks
- do not give popcorn as a snack
- do not give children marshmallows or jelly cubes from a packet either to eat or as part of messy play activities as they can get stuck in the throat
- do not give children hard sweets

Supervision

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Infants and young children should be seated safely in a highchair or appropriately sized low chair while eating. Infants and young children should never be left alone while they are eating, and staff should be familiar with paediatric first aid advice for children who are choking.

The criteria for effective Paediatric First Aid (PFA) training can be found in the [Statutory framework for the early years foundation stage](#), Annex A.

Useful resources

- [Child Accident Prevention Trust - choking avoidance poster](#)
- [Choking hazards in the home and how to avoid them \(rospa.com\)](#)

Food and drinks to avoid

Drinks

Provide only fresh tap water and plain milk for children to drink.

We do not give Children fruit juice, smoothies, squash, fizzy drinks and flavoured milk. Even when diluted, contain lots of sugar and can cause tooth decay. Diet or reduced-sugar drinks are not recommended for babies and toddlers either. For older children, these drinks can fill children up so they're not hungry for healthier food.

When offering dairy alternatives to cow's milk:

- Unsweetened calcium-fortified, plant-based drinks (such as soya, oat and almond drinks) should be avoided before 12 months, however small amounts can be used in cooking. These drinks can be given from 12 months as part of a healthy balanced diet.
- Do not give children under 5 rice drinks, because of the level of arsenic they contain.

Foods to avoid before around 6 months of age

Ideally, babies should be introduced to solid foods from around 6 months of age. If parents or carers have decided to introduce solid foods to their child before 6 months of age, you will need to work closely with them to ensure a consistent and safe approach.

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It is important to remember that there are some foods which should not be given before 6 months of age:

- cow's milk
- eggs
- foods containing wheat or gluten, including wheat, barley and rye (for example bread, pasta)
- nuts, peanuts and peanut products
- seeds
- fish and shellfish
- honey – avoid honey until 12 months old
- if a baby is less than 6 months old, sterilise water by boiling it first and then letting it cool right down - once a baby is 6 months old, this is no longer necessary

Foods to avoid up to 12 months

- honey for infants under 1 year, as it occasionally contains bacteria which can make them ill

Foods to avoid up to 5 years

- **Nuts**, especially peanuts, can cause severe allergic reactions in some children and all settings should have an allergy plan in place. Whole nuts, peanuts and seeds should not be given to children under 5 years old as they pose a choking risk.
- **Raw eggs**, or food containing partially cooked eggs, for example uncooked cake mixture and runny boiled eggs (unless they have the red lion stamp or you see the words “British Lion quality”).
- **Foods high in salt** such as: sausages, bacon, crackers, crisps, ready meals and takeaways.
- **Sugar** – both in sugary snacks and by not adding sugar to food.
- **Foods high in saturated fat** such as biscuits, crisps and cakes.
- **Fresh pate** (meat, fish or vegetable-based) to reduce the risk of food poisoning.
- **Unpasteurised milk, milk drinks and cheese**, mould-ripened cheeses and soft blue veined cheese, to reduce the risk of food poisoning. However, these cheeses can be used as part of a cooked recipe as listeria is killed by cooking.

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- **Shark, swordfish and marlin** as the levels of mercury in these fish can affect a child's developing nervous system.
- **Raw shellfish** to reduce the risk of food poisoning, and make sure any shellfish you use is thoroughly cooked.
- **Raw jelly cubes** – these are a choking hazard.

Foods to serve occasionally from 6 months to 4 years

- Although it is recommended to provide oily fish in early years settings at least once every 3 weeks, do not provide it more than twice a week, as it can contain low levels of pollutants.

Useful resources

- [Foods to avoid giving babies and young children - NHS \(www.nhs.uk\)](http://www.nhs.uk)
- [What to feed young children - NHS \(www.nhs.uk\)](http://www.nhs.uk)
- [Baby and toddler meal ideas - NHS \(www.nhs.uk\)](http://www.nhs.uk)
- [Eat-Better-Start-Better1.pdf \(foundationyears.org.uk\)](http://foundationyears.org.uk)
- [Example menus for early years settings in England - Part 1: Guidance](#)
- [Example menus for early years settings in England - Part 2: Recipes](#)

Safe weaning

Progression from the introduction of first foods (at about 6 months), to a range of blended or mashed foods, and then to a wider range of chopped or minced foods should be a gradual process, based on each infants' developmental readiness, rather than a staged process based on age alone.

[Start4Life](#) have lots of helpful information for parents regarding safe weaning, which you will also find it helpful to refer to.

How to prepare infant formula bottles

Good hygiene is very important when making up a formula feed. Babies' immune systems are not as strong as adults' therefore all bottles, teats and feeding equipment need to be

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washed and sterilised before each feed. The NHS has a helpful step by step guide on how to prepare infant formula.

Useful resources

- [Your baby's first solid foods - NHS \(www.nhs.uk\)](http://www.nhs.uk)
- [Help your baby enjoy new foods - NHS \(www.nhs.uk\)](http://www.nhs.uk)
- [Drinks and cups for babies and young children - NHS \(www.nhs.uk\)](http://www.nhs.uk)
- [How to make up baby formula - NHS \(www.nhs.uk\)](http://www.nhs.uk)

Allergies

Early years settings and your food provider should work closely with families to support children with allergies or intolerances. As part of the [EYFS framework](#), you are required to obtain information about children's special dietary requirements – including food allergies and intolerances – before they attend, and record and act on the information provided about children's dietary needs.

There should be a protocol in place which is accessible to all staff, to ensure everyone is aware of individual children's allergies and symptoms.

Understanding which allergens are present in every meal and snack you provide is an important step in providing food which is safe for children with food allergies and intolerances. Since 2014, all food businesses, including early years settings, have been required by law to give details about the allergens in the food they provide.

Useful resources

- [Food allergies in babies and young children - NHS \(www.nhs.uk\)](http://www.nhs.uk)
- [Food allergy - NHS](#)
- [Allergy UK National Charity Free Allergy Support & Resources](#)
- [Allergen guidance for food businesses Food Standards Agency](#)
- [Eat Better, Start Better From pregnancy to children aged 5 \(foundationyears.org.uk\)](http://foundationyears.org.uk)

Hygiene

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Food should be stored, prepared and presented in a safe and hygienic environment. This is especially important when providing food for young children, as they may have a low resistance to food poisoning. It is also important that children are taught basic hygiene themselves, such as not eating food that has fallen on the floor, and washing their hands with soap and warm water before eating meals or snacks and after going to the toilet or handling animals.

Ensure food is cooked until steaming hot to kill harmful bacteria, and is then cooled sufficiently before giving it to infants and young children.

Wash all surfaces for preparing or eating food, especially chopping boards, with hot soapy water (and keep pets away from them). Make sure all bowls and spoons are washed with hot soapy water. Tea towels, kitchen cloths or sponges can harbour lots of germs, so wash them regularly.

Further information on food hygiene:

- [Children's food: safety and hygiene - NHS \(www.nhs.uk\)](http://www.nhs.uk)
- [Safer food, better business \(SFBB\) Food Standards Agency](#)
- [Safer food, better business for childminders Food Standards Agency](#)

Food for play and cooking activities

Some parents and staff may have strong views about food being used for play. It is important to be sensitive to these issues. For example, children who are Muslim, Jewish, Rastafarian, or who are vegetarian, should not be given any food to play with that contains animal products (Gelatine). Parents' views should be sought on this. In some cases, it is not appropriate to use food for play at all, particularly in times of austerity.

- ☐ Food for play may include dough, corn flour, pasta, rice, food colourings/flavourings.
- ☐ Jelly (including jelly cubes) is not used for play.
- ☐ Food for play is risk assessed against the 14 allergens referred and is included in the written risk assessment undertaken for children with specific allergies.
- ☐ Staff are constantly alert to the potential hazards of food play, in particular choking hazards and signs of previously undetected allergies.
- ☐ Pulses are not recommended as they can be poisonous when raw or may choke.
- ☐ The use of raw vegetables for printing is discouraged.

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- Dried food that is used for play should be kept away from food used for cooking.
- Foods that are cooked and used for play, such as dough, have a limited shelf life.
- Cornflour is always mixed with water before given for play.
- Cornflower and cooked pasta are discarded after an activity; high risk of bacteria forming.
- Utensils used for play food are washed thoroughly after use.

Children's cooking activities

- Before undertaking any cooking activity with children, members of staff should check for allergies and intolerances by checking children's records.
- Children are taught basic hygiene skills such as the need to wash hands thoroughly before handling food, and again after going to the toilet, blowing their nose or coughing.
- The area to be used for cooking is cleaned; a plastic tablecloth is advised.
- Children should wear aprons that are used just for cooking.
- Utensils provided are for children to use only when cooking, including chopping/rolling boards, bowls, wooden spoons, jugs, and are stored in the kitchen.
- Members of staff encourage children to handle food in a hygienic manner.
- Food ready for cooking or cooling is not left uncovered.
- Cooked food to go home is put in a paper food bag and refrigerated until home time.
- Food play activities are suspended during outbreaks of illness.

Menu planning and nutrition

Food supplied for children provides a healthy and balanced diet for healthy growth and development. Foods that contain any of 14 allergens identified by the FSA are identified on menus. The setting follows dietary guidance to promote health and reduce risk of disease caused by unhealthy eating. When planning menus, the setting manager and cook ensure that:

- Parents and staff are able to contribute ideas for menus which are confirmed each week in advance. A four- to six-week cycle reviewed seasonally is a good way of working out menus.
- Menus reflect children's cultural backgrounds, religious restrictions and the food preferences of some ethnic groups.

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- Menus are clearly displayed so that parents and staff know what is being provided.
- Foods that contain any of the 14 major allergens are identified on the menu that is displayed for parents.
- Parents must share information about their children's particular dietary needs with staff when they enrol their children and on an on-going basis with their key person.
- Key persons regularly share information about the children's levels of appetite and enjoyment of food with parents either at the end of the session or via Tapestry.
- Staff refer to the Eat Better, Start Better (Action for Children 2017).
- The cook maintains a record of children's dietary needs in a Food Allergy and Dietary Needs folder

Pre-prepared cook chilled meals and hot meals from suppliers

The setting uses a food supplier, St. Matthew's school to provide hot meals prepared in the school canteen.

Ingredients are checked to identify allergens (this will be clearly indicated on packaging).

- A temperature probe is used to check that cook chilled foods are heated correctly.
- Foods delivered hot are checked as above.
- Foods are served within the time stipulated by the supplier.
- Left-overs are not kept and reheated for another day.
- The guidance in Safer Food Better Business (Food Standards Agency 2020) is followed at all times.

Packed lunches

Where children have packed lunches, staff promote healthy eating, ensuring that parents are given advice and information about what is appropriate content for a child's lunch box.

Parents are also advised to take measures to ensure children's lunch box contents remain cool i.e. ice packs, as the setting does not have facilities for refrigerated storage.

Meeting dietary requirements

Snack and mealtimes are an important part of the day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We aim to provide nutritious food, which meets the children's individual dietary needs and preferences.

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- Staff discuss and record children's dietary needs, allergies and any ethnic or cultural food preferences with their parents.
- If a child has a known food allergy, procedure 04.4 Allergies and food intolerance is followed.
- Staff record information about each child's dietary needs in the individual child's registration form; parents/GP sign the form to signify that it is correct.
- Up-to-date information about individual children's dietary needs is displayed so that all staff and volunteers are fully informed.
- Staff ensure that children receive only food and drink that is consistent with their dietary needs and cultural or ethnic preferences, as well as their parent's wishes.
- The menus of meal and snacks are displayed on the parent notice board for parents to view. Foods that contain any food allergens are identified.
- Staff aim to include food diets from children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- Through on-going discussion with parents and research reading by staff, staff obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, as well as about food allergies. Staff take account of this information when providing food and drink.
- Staff provide a vegetarian alternative when meat and fish are offered and make every effort to ensure Halal meat or Kosher food is available to children who require it.
- Where it is not possible to source and provide Halal meat or Kosher food, a vegetarian option is available; this will be discussed and agreed with parents at the time of the child's registration.
- All staff show sensitivity in providing for children's diets, allergies and cultural or ethnic food preferences. A child's diet or allergy is never used as a label for the child, they are not made to feel 'singled out' because of their diet, allergy or cultural/ethnic food preferences.
- Fresh drinking water is available throughout the day. Staff inform children how to obtain the drinking water and that they can ask for water at any time during the day.
- Meal and snack times are organised as social occasions.

Fussy/faddy eating

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- Staff recognise the signs that a child has had enough and remove uneaten food without comment.
- Staff work in partnership with parents to support them with children who are showing signs of 'faddy or fussy eating' and sign post them to further advice, for example, How to Manage Simple Faddy Eating in Toddlers (Infant & Toddler Forum)
<https://infantandtoddlerforum.org/health-and-childcare-professionals/factsheets/>

Health policy

Alongside associated procedures in 04.1-04.7 Health, this policy was adopted by *West Newton Pre-school-September 2021*

Aim

Our provision is a suitable, clean, and safe place for children to be cared for, where they can grow and learn. They meet all statutory requirements for promoting health and hygiene and fulfil the criteria for meeting the relevant Early Years Foundation Stage Safeguarding and Welfare requirements.

Objectives

We promote health through:

- ensuring emergency and first aid treatment is given where necessary
- ensuring that medicine necessary to maintain health is given correctly and in accordance with legal requirements
- identifying allergies and preventing contact with the allergenic substance
- identifying food ingredients that contain recognised allergens and displaying this information for parents
- promoting health through taking necessary steps to prevent the spread of infection and taking appropriate action when children are ill
- promoting healthy lifestyle choices through diet and exercise
- supporting parents right to choose complementary therapies
- pandemic flu planning or illness outbreak management as per DfE and World Health Organisation (WHO)
- [guidance/educationipc@cumbria.gov.uk](https://www.cumbria.gov.uk/guidance/educationipc)

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Legal references

Medicines Act (1968)

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)
Control of Substances Hazardous to Health (COSHH) Regulations (2002)

Health and Safety (First Aid) Regulations 1981

Food Information Regulations 2014

Further guidance

Accident Record (Early Years Alliance 2019)

Administration of medicine

Key persons are responsible for administering prescribed medication to their key children; ensuring consent forms are completed, medicines stored correctly and records kept.

Administering medicines during the child's session will only be done if absolutely necessary.

If a child has not been given a prescription medicine before, it is advised that parents keep them at home for 48 hours to ensure no adverse effect, and to give it time to take effect. The setting managers must check the insurance policy document to be clear about what conditions must be reported to the insurance provider.

Consent for administering medication

- Only a person with parental responsibility (PR), or a foster carer may give consent. A childminder, grandparent, parent's partner who does not have PR, cannot give consent.
- When bringing in prescribed medicine, the parent informs their key person/back up key person, or room senior if the key person is not available. The settings Deputy Leader should also be informed to write up or adjust the child's health Care plan and informs the Leader.
- Staff who receive the medication, check it is in date and prescribed specifically for the current condition. It must be in the original container (not decanted into a separate bottle). It must be labelled with the child's name and original pharmacist's label.
- Medication dispensed by a hospital pharmacy will not have the child's details on the label but should have a dispensing label. Staff must check with parents and record the circumstance of the events and hospital instructions as relayed to them by the parents.

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- Members of staff who receive the medication ask the parent to sign a consent form stating the following information. No medication is given without these details:
 - full name of child and date of birth
 - name of medication and strength
 - who prescribed it
 - dosage to be given
 - how the medication should be stored and expiry date
 - a note of any possible side effects that may be expected
 - signature and printed name of parent and date

Storage of medicines

All medicines are stored safely. Refrigerated medication is stored separately or clearly labelled in the staffroom fridge, this is listed on the medicine form for staffs to be aware of and times for administration.

Labelled Medicines are store in the lockable medicine cupboard-The key person is responsible for ensuring medicine is handed back at the end of the day to the parent and the medicine log is signed by the parent.

- For some conditions, medication for an individual child may be kept at the setting. 04.2a Healthcare plan form must be completed. Key persons check that it is in date and return any out-of-date medication to the parent.
- Parents do not access where medication is stored, to reduce the possibility of a mix-up with medication for another child, or staff not knowing there has been a change.

Record of administering medicines

A record of medicines administered is kept near to the medicine cabinet or in the child's group room, or in the setting manager's office. Settings can choose which works best for them, as long as members of staff are aware and it is consistent.

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The medicine record book is kept inside the cupboard next to the First Aid/medicine cupboard. Staff are taught at induction the process and completion of paperwork for administering medicines and updated at staff meetings children who require prescribed medication.

The medicine record book records:

- name of child
- name and strength of medication
- the date and time of dose
- dose given and method
- signed by key person/setting manager
- verified by parent signature at the end of the day

A witness signs the medicine record book to verify that they have witnessed medication being given correctly according to the procedures here.

- No child may self-administer. If children are capable of understanding when they need medication, e.g. for asthma, they are encouraged to tell their key person what they need. This does not replace staff vigilance in knowing and responding.
- The medication records are monitored to look at the frequency of medication being given. For example, a high incidence of antibiotics being prescribed for a number of children at similar times may indicate a need for better infection control.

Children with long term medical conditions requiring ongoing medication

- Risk assessment is carried out for children that require ongoing medication. This is the responsibility of the setting manager and key person. Other medical or social care personnel may be involved in the risk assessment.
- Parents contribute to risk assessment. They are shown around the setting, understand routines and activities and discuss any risk factor for their child.
- For some medical conditions, key staff will require basic training to understand it and know how medication is administered. Training needs is part of the risk assessment.
- Risk assessment includes any activity that may give cause for concern regarding an individual child's health needs.

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- Risk assessment also includes arrangements for medicines on outings; advice from the child's GP's is sought if necessary, where there are concerns.
- 04.2a Health care plan form is completed fully with the parent; outlining the key person's role and what information is shared with other staff who care for the child.
- The plan is reviewed every six months (more if needed). This includes reviewing the medication, for example, changes to the medication or the dosage, any side effects noted etc.

Managing medicines on trips and outings

- Children are accompanied by their key person, or other staff member who is fully informed about their needs and medication.
- Medication is taken in a plastic box labelled with the child's name, name of medication, copy of the consent form and a card to record administration, with details as above.
- The card is later stapled to the medicine record book and the parent signs it.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled as above.

Staff taking medication

Staff taking medication must inform their manager. The medication must be stored securely in staff lockers or a secure area away from the children. The manager must be made aware of any contra-indications for the medicine so that they can risk assess and take appropriate action as required.

Further guidance

Medication Administration Record (Early Years Alliance 2019)

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Westnewton Pre-school-Health care plan

Name of Child:	
Gender: Male / Female	Date of Birth:
Address:	Condition or illness:
<u>Medication</u>	
Name of medication (write as prescribed on prescription):	
Form of medication (cream, syrup, tablets):	How long is the child on this medication?
Dosage and method taken:	Timing between each dose:
Details of any side effects (e.g. drowsiness):	Any special precautions (e.g. to be taken with food):
What emergency procedures should be followed (if any)?	
Do you consent for members of staff to give your child this medication? Yes / No	
Signature:	Date:

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Date	Name of Staff who gave medication	Name of medication	Dose given	Any reaction	Staff initials	Time	<u>Parent Signature</u> This is to say the parent recognises when we gave the medication.

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Parent/carer and person completing this form must sign below to indicate that the information in this plan is accurate and the parent/carer agrees for any relevant procedures to be carried out.

For children requiring lifesaving or invasive medication and/or care, for example, rectal diazepam, adrenaline injectors, Epipens, Anapens, JextPens, maintaining breathing apparatus, changing colostomy or feeding tubes, approval must be received from the child's GP/consultant, as follows:

I have read the information in this Individual Health Plan and have found it to be accurate.
Review completed (at least every six months)
Copies circulated to:

Parents

Child's personal records (with registration form)

GP/Consultant – if required

Life-saving medication and invasive treatments

Life-saving medication and invasive treatments may include adrenaline injections (Epipens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatment such as rectal administration of Diazepam (for epilepsy).

- The key person responsible for the intimate care of children who require life-saving medication or invasive treatment will undertake their duties in a professional manner having due regard to the procedures listed above.
- The child's welfare is paramount, and their experience of intimate and personal care should be positive. Every child is treated as an individual and care is given gently and sensitively; no child should be attended to in a way that causes distress or pain.
- The key person works in close partnership with parents/carers and other professionals to share information and provide continuity of care.
- Children with complex and/or long-term health conditions have a health care plan (04.2a) in place which takes into account the principles and best practice guidance given here.
- Key persons have appropriate training for administration of treatment and are aware of infection control best practice, for example, using personal protective equipment (PPE).
- Key persons speak directly to the child, explaining what they are doing as appropriate to the child's age and level of comprehension.

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- Children's right to privacy and modesty is respected. Another practitioner is usually present during the process.

Record keeping

For a child who requires invasive treatment the following must be in place from the outset:

- a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered
- written consent from parents allowing members of staff to administer medication
- 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
- a healthcare plan (04.2a)

Copies of all letters relating to these children must be sent to the insurance provider for appraisal. Confirmation will then be issued in writing confirming that the insurance has been extended. A record is made in the medication record book of the intimate/invasive treatment each time it is given.

Physiotherapy

- Children who require physiotherapy whilst attending the setting should have this carried out by a trained physiotherapist.
- If it is agreed in the health care plan that the key person should undertake part of the physiotherapy regime then the required technique must be demonstrated by the physiotherapist personally; written guidance must also be given and reviewed regularly. The physiotherapist should observe the practitioner applying the technique in the first instance.

Safeguarding/child protection

- Practitioners recognise that children with SEND are particularly vulnerable to all types of abuse, therefore the safeguarding procedures are followed rigorously.
- If a practitioner has any concerns about physical changes noted during a procedure, for example unexplained marks or bruising then the concerns are discussed with the designated person for safeguarding and the relevant procedure is followed.

Treatments such as inhalers or Epi-pens must be immediately accessible in an emergency.

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Allergies and food intolerance

When a child starts at the setting, parents are asked if their child has any known allergies or food intolerance. This information is recorded on the registration form.

- If a child has an allergy or food intolerance, 01.1a risk assessment form is completed with the following information:
 - the risk identified – the allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc.)
 - the level of risk, taking into consideration the likelihood of the child coming into contact with the allergen
 - control measures, such as prevention from contact with the allergen
 - review measures
- **Health care plan form** must be completed with:
 - the nature of the reaction e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
 - managing allergic reactions, medication used and method (e.g. EpiPen)
- The child's name is added to the Dietary Requirements list.
- A copy of the risk assessment and health care plan is kept in the child's personal file and is shared with all staff and is also kept in the cook's Food Allergy and Dietary Needs file.
- Parents show staff how to administer medication in the event of an allergic reaction.
- 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.
- Any foods containing food allergens are identified on children's menus.

Oral Medication

- Oral medication must be prescribed or have manufacturer's instructions written on them.
- Staff must be provided with clear written instructions for administering such medication.

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- All risk assessment procedures are adhered to for the correct storage and administration of the medication.
- The setting must have the parents' prior written consent. Consent is kept on file.

For other life-saving medication and invasive treatments please refer to 04.2 Administration of medicine.

Poorly children

- If a child appears unwell during the day, for example has a raised temperature, sickness, diarrhoea or pains, particularly in the head or stomach then the setting manager calls the parents and asks them to collect the child or send a known carer to collect on their behalf.
- If a child has a raised temperature, they are kept cool by removing top clothing, sponging their heads with cool water and kept away from draughts.
- A child's temperature is taken and checked regularly, using Fever Scans or other means i.e. ear thermometer.
- In an emergency an ambulance is called and the parents are informed.
- Parents are advised to seek medical advice before returning them to the setting; the setting can refuse admittance to children who have a raised temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics for an infectious illness or complaint, parents are asked to keep them at home for 48 hours.
- After diarrhoea or vomiting, parents are asked to keep children home for 48 hours following the last episode.
- Some activities such as sand and water play and self-serve snack will be suspended for the duration of any outbreak.
- The setting has information about excludable diseases and exclusion times.
- The setting manager notifies their line manager if there is an outbreak of an infection (affects more than 3-4 children) and keeps a record of the numbers and duration of each event.

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- The setting manager has a list of notifiable diseases and contacts Public Health England (PHE) and Ofsted in the event of an outbreak.
- If staff suspect that a child who falls ill whilst in their care is suffering from a serious disease that may have been contracted abroad such as Ebola, immediate medical assessment is required. The setting manager or deputy calls NHS111 and informs parents.

HIV/AIDS procedure

HIV virus, like other viruses such as Hepatitis, (A, B and C), are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.

- Single use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Protective rubber gloves are used for cleaning/slucing clothing after changing.
- Soiled clothing is rinsed and bagged for parents to collect.
- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; cloths used are disposed of with clinical waste.
- Tables and other furniture or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.

Nits and head lice

- Nits and head lice are not an excludable condition; although in exceptional cases parents may be asked to keep the child away from the setting until the infestation has cleared.
- On identifying cases of head lice, all parents are informed and asked to treat their child and all the family, using current recommended treatments methods if they are found.

Further guidance

Good Practice in Early Years Infection Control (Pre-school Learning Alliance 2009)

Medication Administration Record (Early Years Alliance 2019)

Guidance on infection control in schools and other childcare settings (Public Health Agency)

https://www.publichealth.hscni.net/sites/default/files/Guidance_on_infection_control_in%20schools_poster.pdf

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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.
- 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.

Where children clean their teeth when at the setting

- Children are encouraged to brush their teeth as part of the daily routine. Teeth should not be cleaned for at least one hour after a meal as this can cause loss of enamel.
- Each child has their own toothbrush, which is stored individually to prevent accidental contact and cross contamination.
- A small amount of toothpaste is put onto a blue paper towel before applying to the brush to prevent cross contamination.
- Toothbrushes are cleaned at each session and sterilised weekly in Milton or similar disinfecting fluid.
- Toothbrushes are changed every three months and provided by parents.
- Oral hygiene activities are included in planning every three months when toothbrushes are changed.
- 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.

Pacifiers/dummies

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

Further guidance

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

Promoting inclusion, equality and valuing diversity policy

Alongside associated procedures in 05.1 Promoting inclusion, equality and diversity, this policy was adopted by *West Newton Pre-school-September 2021*

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All early years settings must consider and meet relevant employer and service provider duties as set out in the Equality Act (2010). Those in receipt of funding must eliminate discrimination including indirect, direct discrimination, discrimination and harassment based on association and perception and discrimination for reason relating to a disability or by failing to make a reasonable adjustment to any provision, criterion, or practice. This duty is anticipatory. Settings must advance equality of opportunity and foster good relations with individuals and groups with protected characteristics namely disability, race (ethnicity), religion and belief, sexual orientation, sex (gender), gender reassignment, age, pregnancy and maternity, marriage, and civil partnership.

Aim

Our provision actively promotes inclusion, equality of opportunity and the valuing of diversity.

Objectives

We support the definition of inclusion as stated by the Early Childhood Forum:

'Inclusion is the process of identifying, understanding and breaking down the barriers to participation and belonging.'

We interpret this as consisting of several tasks and processes in relation not only to children but also to parents and visitors in the setting. These tasks and processes include awareness and knowledge of relevant barriers to inclusion for those with a protected characteristic namely:

- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sexual orientation
- sex (gender)
- age
- marriage or civil partnership (in relation to employment)

This includes unlawful behaviour towards people with protected characteristics. Unlawful behaviour being direct discrimination, indirect discrimination, associative discrimination,

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discrimination by perception, harassment, and victimisation (in addition, we are aware of the inequality that users facing socio-economic disadvantaged may also encounter). We will not tolerate behaviour from an adult which demonstrates dislike and prejudice towards groups and individuals living outside the UK (**xenophobia**). This also applies to the same behaviour towards specific groups of people and individuals who are British Citizens residing in the UK.

We promote understanding of discrimination - through training and staff development - the causes and effects of discrimination on both adults and children and the long- term impact of discrimination; the need to protect children from discrimination and ensure that childcare practice is both accessible and inclusive; the need for relevant support to allow children to develop into confident adults with a strong positive self-identity.

- Developing practice that includes:
 - Developing an environment which reflects the 'kaleidoscope' of factors that can provide settings with a myriad of influences and ideas for exploring and celebrating difference.
 - Ensuring that barriers to inclusion are identified and removed or minimised wherever possible; for example, we complete 01.1b Access audit form.
 - Understanding, supporting and promoting the importance of identity for all children and recognising that this comprises multiple facets which are shaped by a 'kaleidoscope' of factors including British values, 'race' ethnicity and culture, gender, difference of ability, social class, language, religion and belief, and family form and lifestyle, which combine uniquely in the identity of each individual; for example, we welcome and promote bi/multi-lingualism and the use of alternative communication formats such as sign language, and we promote gender equality while at the same time recognising the differences in play preferences and developmental timetables of girls and boys.
 - Recognising that this 'kaleidoscope' also reflects negative images which may be internalised and negatively affect the development of self-concept, self-esteem, and confidence.
 - Promoting a welcoming atmosphere that genuinely appreciate British values, different cultural and personal perspectives, without stereotyping and prejudicing cultures and traditions on raising children, by always involving parents.
 - Promoting community cohesion and creating an environment that pre-empts acts of discrimination so that they do not arise.
 - Recruitment of staff to reflect cultural and language diversity, disabled staff, and staff of both genders.

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- Addressing discrimination as it occurs from children in a sensitive, age-appropriate manner to ensure that everyone involved understands the situation and are offered reassurance and support to achieve resolution.
- Challenging discriminatory behaviour from parents, staff or outside agencies or individuals that affect the well-being of children and the early years community.
- Creating an ethos within which staff work confidently within a culturally complex environment; learning when to change or adapt practice in the setting and having the confidence to challenge practice (including parental) that is not in the child's best interest, seeking support and intervention from agencies where appropriate.
- Ensuring that practitioners work closely with the Special Educational Needs Coordinator to make sure that the additional needs of all children are identified and met.
- We are aware of anti-discriminatory legislation and able to use it to shape the service and support parents and children against discrimination in the local community, for example, against asylum seekers, the Travelling community and same sex parents.
- We regularly monitor and review our practice including long-term preventative measures to ensure equality such as auditing of provision, formulating an equality plan, applying impact measurements and positive actions. In addition, short term measures such as recognition and assessment of children's additional support needs (e.g. impairment, home language, family hardship, specific family beliefs and practices), day-to-day activities, provision of suitable support and resources, activity programme and curriculum., assessment, recognition of special educational needs and developing inclusive relationships.

Legal references

General Data Protection Regulation 2018

Children and Families Act 2014 Part 3

Special Educational Needs and Disability Code of Practice 2014

Disability Equality Duty 2011

Equality Act 2010

Prevent Strategy 2015

Further guidance

Guide to the Equality Act and Good Practice (Pre-school Learning Alliance 2015)

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Safeguarding Vulnerable Groups Act 2006

<https://www.legislation.gov.uk/ukpga/2006/47/contents>

Promoting inclusion, equality and valuing diversity

We actively promote inclusion, equality of opportunity and value diversity. All early years setting have legal obligations under the Equality Act 2010. Those in receipt of public funding also have public equality duties to eliminate discrimination, promote equality, foster good relations with individuals and groups with protected characteristics namely disability, race (ethnicity), religion and belief, sexual orientation, sex (gender), gender reassignment, age, pregnancy and maternity, marriage and civil partnership. Settings also have obligations under the Prevent Duty (2015) which highlights the need to foster equality and prevent children from being drawn into harm and radicalisation.

Promoting identity, positive self-concept and self-esteem for all children through treating each child as an individual and with equal concern, ensuring each child's developmental and emotional needs are recognised and met.

- Promoting inclusive practice to ensure every child is welcomed and valued.
- Discussing aspects of family/child identity with parents when settling in a new child.
- Maintaining a positive non-judgemental attitude and use of language with children to talk about topics such as family composition/background, eye and skin colour, hair texture, sex, gender, physical attributes and languages spoken (including signing).
- Becoming knowledgeable about different cultures, and individual subjective perceptions of these and being able to reflect them imaginatively and creatively in the setting to create pride, interest and positive self-identity.
- Discussing similarities and differences positively without bias and judgement.
- Celebrating festivals, holy days and special days authentically through involving parents, staff or the wider community to provide a positive experience for all.
- Providing books with positive images of children and families from all backgrounds and abilities. Avoiding caricatures or cartoon-like depictions, and ensuring individual differences are portrayed with sensitive accuracy. The central characters in individual stories should provide a positive, broad representation of diversity e.g. disability, ethnicity, sex and gender, age and social backgrounds. Individual storylines should contain a range of situations which are easily identifiable by children such as those that include disabled

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children/adults, different ethnic groups, mixed heritage families, gender diversity, single sex/same and different sex families, multi-generational households and cultural diversity.

- Providing visual materials, such as posters and pictures that provide non-stereotypical images of people, places and cultures and roles that are within children's range of experience. This includes photographs taken by staff of the local and wider community, of parents and families and local events.
- Using textiles, prints, sculptures or carvings from diverse cultures in displays.
- Providing artefacts from a range of cultures, particularly for use in all areas of the setting, not just in the home corner.
- Ensuring toys, learning materials and resources reflect diversity and provide relevant materials for exploring aspects of difference, such as skin tone paints and pens.
- Developing a range of activities through which children can explore aspects of their identity, explore similarities, differences and develop empathy including:
 - self-portraits, photograph albums and displays showing a range of families
 - books about 'me' or my family
 - persona doll stories which sympathetically and authentically represent diversity
 - food activities, such as tasting and cooking, creating real menu additions
 - activities about real celebrations such as new babies, weddings, cultural and religious events
 - use of textiles and secular artefacts in the room, and to handle and explore, that demonstrate valuing of the cultures from which they come
 - creating textiles such as tie dying, batik and creative use of textiles
 - provide mirrors at different heights for babies and other non-ambulant children
 - developing a music area with a variety of musical instruments for babies and children to use to create a range of music.
 - creating an art and mark making area with a variety of materials from other countries such as wood blocks for printing, Chinese calligraphy brushes etc.
 - home corner play which encourages all children to equally participate and provides domestic articles from diverse cultures

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- 'dressing up' materials which promote non-gendered roles and enable children to explore different gender identities/gender neutrality
 - providing dolls that sensitively and accurately portray difference such as disability and ethnicity
 - use of a variety of music to play to children of different genres and cultural styles with a variety of musical instruments for children to access
 - a language and literacy area with a variety of books, some with dual language texts and signs, involving parents in the translation where possible
 - tapes with stories read in English and other languages
 - examples of writing in other scripts from everyday sources such as papers and magazines, packaging etc. children's names written on cards in English as well as in their home language script where appropriate
 - labels for children's paintings or other work are made with their name in English and home language script (parents can help with this)
 - conversations with young children which explore unfamiliar objects and subjects to help foster an understanding of diversity and identity such as spectacles or hearing aids, religious and cultural practices
- Record keeping that refers to children's emerging bilingual skills or their use of sign language as achievements in positive terms.
 - Record keeping that refers to children's differing abilities and identities in positive terms.
 - Records that show the relevant involvement of all children, especially children with special educational needs and disabilities, those using English as an additional language and those who are 'more abled' in the planning of their care and education.

Fostering positive attitudes and challenging discrimination.

- Young children are learning how to grow up in a diverse world and develop appropriate attitudes. This can be difficult, and they may make mistakes and pick up inappropriate attitudes or just get the 'wrong idea' that may underlie attitudes of 'pre-prejudice' towards specific individuals/groups. Where children make remarks or behave in a discriminatory or prejudice way or make inappropriate comments that arise from not knowing facts, staff should explain why these actions are not acceptable and provide appropriate information and intervention to reinforce children's understanding and learning.
- Where children make overtly prejudice or discriminatory remarks they are dealt with as above, and the issue is raised with the parents.

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- When children wish to explore aspects of their identity such as ethnicity or gender, they should be listened to in an understanding and non-judgemental way.
- Parents are expected to abide by the policy for inclusion, diversity and equality and to support their child in the aims of the setting.

Implementing an equality strategy to foster a 'can do' approach

- Every setting should have an equality strategy in place outlining their vision on equality alongside a timetabled list of actions summarising how they build equality into the provision and how this is monitored and evaluated.
- An equality check and access audit are completed to ensure that there are no barriers to inclusion of any child, families and visitors to the setting.
- Early years settings in receipt of nursery education funding are covered by the public sector equality duty. These bodies must have regard of the need to eliminate discrimination, promote equality of opportunity, foster good relations between disabled and non-disabled persons, and publish information to show their compliance with the duty.

Promoting dynamic and balanced mixed gender, culturally, socially, and linguistically diverse staff teams who work constructively together in providing for diverse communities.

- It is recognised that members of staff in diverse teams bring a range of views and opinions to the setting regarding a range of issues to do with the job. It is important that a range of views and perspectives are shared and respected in staff meetings and that decisions are made on which way of looking at the situation will result in the best outcomes for the child.
- Staff views are sought where these offer individuals, social and/or cultural insight, although staff should not be put in an uncomfortable position of being an 'expert' or 'ambassador'.
- Staff respect similarities and differences between each other and users such as ability, disability, religious and personal beliefs, sex, sexual orientation, gender reassignment etc. Staff do not discriminate or harass individuals on the grounds of these or encourage any other member of staff to do so; evidence of such will be dealt with by management immediately.
- Members of staff make the best use of different perspectives in the team to find solutions to difficult problems that arise in socially/culturally complex situations.

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- Members of staff support each other to highlight similarities and respect differences.
- Members of staff of both sexes carry out all tasks according to their job description; there are no jobs that are designated men's or women's jobs.
- Staff are sensitive to the fact that male workers are under-represented in the early years workforce so may be more likely to experience inequality and discrimination.
- Staff should be aware that male workers may be more vulnerable to allegations. Therefore, work practices should be developed to minimise this. These practices are valuable for all staff.
- Where staff may feel threatened, or under attack, from discriminatory behaviour, staff and managers follow procedure 01.12 Threats and abuse towards staff and volunteers.
- There is an ethos wherein staff, parents and children are free to express themselves and speak their own languages in ways that enhance the culture of the setting.

Ensuring that barriers to equality and inclusion are identified and removed or minimised wherever possible.

- Barriers may include:
 - lack of understanding - where the language spoken at the setting is not that which is spoken at a child's home
 - perceived barriers – affordability where parents are not aware of financial support available or assume that a service is not available to them. Perceived barriers may also be physical barriers for those children or parents with a disability or additional needs where they assume, they will not be able to access the service
 - physical barriers – where there are environmental features which stop a disabled child or disabled parent accessing the setting such as stairs
 - negative attitudes – stereotypes and prejudices or commitment by staff and managers to the time and energy required to identify and remove barriers to accessibility
 - unconscious and conscious bias of staff towards some families such as those from other backgrounds, disabled parents, same sex parents and families with specific religious beliefs
 - gendered views of staff which limit children's aspirations and choices

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- misconceptions such as disabled children should not attend settings during a pandemic due to heightened risk
- lack of effective Information Communication Technology (ICT) in the homes of families who are vulnerable or at risk and therefore unable to keep in close contact with the childcare provider
- Staff are aware of the different barriers to inclusion and equality and consider the wider implications for children and their families.

Supporting children to become considerate adults

- Children's social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and Universal values. The EYFS supports children's earliest skills in an age appropriate way to become social citizens, namely listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; risk taking behaviours, rules and boundaries; not to hurt/upset other people with words and actions; consequences of hurtful/discriminatory behaviour and regulating behaviour.

British values

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the Early Years Foundation Stage and are further clarified here based on *Fundamental British values in the Early Years* (<https://foundationyears.org.uk/wp-content/uploads/2017/08/Fundamental-British-Values-in-the-Early-Years-2017.pdf>)

Democracy: making decisions together

- For self-confidence and self-awareness (PSED), practitioners encourage children to see the bigger picture, children know their views count, value each other's views and values and talk about feelings e.g. when they do or do not need help.
- Supporting the decisions children make and providing activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds, where questions are valued and prejudice attitudes less likely.

Rule of law: understanding rules matter (PSED)

- Practitioners ensure children understand their and others' behaviour and consequence.

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- Practitioners collaborate with children to create rules and codes of behaviour, e.g. rules about tidying up and ensure all children understand that rules apply to everyone.

Individual liberty: freedom for all (PSED & UW)

- Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, exploring facets of their own identity, talking about their experiences and learning. Practitioners encourage a range of experiences, allow children to explore the language of feelings and responsibility, reflect on differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated (PSED & UW)

- Staff create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves, others and among families, faiths, communities, cultures and traditions.
- Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural/racial stereotyping.

It is not acceptable to:

- actively promote intolerance of other faiths, cultures and races
- fail to challenge gender stereotypes and routinely segregate girls and boys
- isolate children from their wider community
- fail to challenge behaviours (whether of staff, children, or parents) that are not in line with the fundamental values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Making Relations-What the EYFS framework says

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Through supported interaction with others, children learn how to make good friendships, cooperate and resolve conflicts peaceably. These attributes provide a secure platform, from which children can achieve at school and in later life.

[Statutory framework for the early years foundation stage](#), page 9.

What this means in practice

A 'key person' is someone a family goes to, who is their advocate and 'holds them in mind'. Having a good setup process for this secures trusting, ongoing relationships.

Meet parents and carers to decide how best to sensitively settle a child. Put them first, asking them to share all they can about themselves. Value them as the child's first educators, so they feel able to contribute at any point during their child's journey.

Children may still need considerable support to feel secure and manage their feelings after the settling in period. You also need space and time to talk about the issues which may arise as you develop close and supportive relationships with children. Discuss it with your colleagues or other providers.

Induction plans should build on a child's interests. For example, if you know they love dinosaurs, set some dinosaur toys up on their first visit. If possible, invite parents and carers along while you settle their child, to build trust while personalising their induction.

Make transitions easier by including personal objects, like family books or photo boards. Let children bring comforters if they have one, like a favourite blanket or toy. Share your philosophy, values, routines, procedures and policies with parents and carers, so they understand how and why things happen. Allow them to contribute or give feedback.

Once a child is settled, maintain relationships with them, their parents and carers. As you get to know them all better, you'll gain confidence when sharing developments you have noticed, perhaps during a daily chat. Reflect together about the child's learning. This will allow you to give a responsive ongoing learning environment.

"Developing a secure relationship between key person, children and their parents or carers is at the heart of EYFS practice. Children learn best when they feel safe and secure, with their relationships displaying mutual trust and respect. I recognise that parents are a child's first

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educator; the information they share builds a picture of each child. A secure relationship like this allows for solid learning understanding. Without such attachments, children may feel insecure, impacting their development.”

Understanding the world

Diverse world

Why diverse world is important

Diversity describes differences in age, culture, family structures, disabilities, ethnicity, gender, religion and sexual orientation. Understanding of a diverse world also includes understanding technological and ecological diversity.

There's diversity in all communities. The more experience children have of being out and about in their community the more they are able to understand their community and make a contribution.

Having an idea of who they are as a child, within a family, leads naturally to being curious about everyone else. Starting in a setting or belonging to a childminder's family, children begin to sense other relationships outside their own family.

From an early age children have formed attitudes towards children different from themselves. Support children to be curious about people around them, to see and understand similarities and differences. In this way children will be curious and respectful about others and become a positive member of a diverse world.

Children need to be able to form positive relationships, especially with other people who do things differently to themselves and their family. Children's natural curiosity needs to be nurtured, nourished and extended to include their friends in the setting.

The diverse world should be integral to everyday practice, as well as the celebrations of religious days, visitors and visits. Make sure your setting reflects the diverse world. For example, you can look at musical instruments you have and find out where they originate from. In this way knowledge is built up that can be used incidentally with the children.

Developing a child's understanding of a diverse world builds their knowledge of the world, about families, seasons and days of the week, places, days gone by, natural habitats and the

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built environment. Their knowledge of the world is enriched with non-fiction and story books and a growing repertoire of songs, rhymes and poetry.

Over time children become aware of the impact people have on the environment. Examples include understanding that it is important to care for small creatures, not to drop litter, the value of growing your own food, to reuse, recycle, reduce and repurpose.

Young children learn that they can make informed choices and selections. This helps them to engage in the world in a positive way. To further enrich the child's knowledge and sense of the world, help them to learn about the natural and built environments around them. Talk to young children about ecological diversity in terms of differences and similarities in:

- animal habitats, including sea life, birds and mini beasts
- weather
- the seasons
- the countryside such as farms, fields, woods, moorland and seaside
- urban areas including towns and cities
- places in the world, such as, forest, woodland, desert, jungle and oceans
- built environments, types of buildings, different homes, roads and waterways

Diversity in technology can be defined in different ways, think about who has access to technological devices at home and in the setting. It's important to make sure all children are supported to become more technologically aware in the world around them. Talk about what is used in the home, in shops, including the use of mobile phones, tablets and computers.

The focus in the early years is on active learning, however, if children have no or little access to technological devices at home, it's important to include provision in the setting for them. Children love to be involved in audio and video recording and taking photographs. Young children start to learn how to keep themselves safe, so always ask children if they are okay with having their photographs taken. They will learn to ask permission of others.

What the EYFS framework says

Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well

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as building important knowledge, this extends their familiarity with words that support understanding across domains.

[Statutory framework for the early years foundation stage](#). Page 10

Suggested activities

A Diwali celebration

Diwali, the festival of lights, is celebrated by Hindu, Sikh, Jain and some Buddhist communities. Hindu, Sikh, Jain and Buddhist families participate in the 5 day festival during the autumn, check online calendars for dates each year.

It's important in settings where the Hindu, Sikh, Jain and Buddhist communities are not represented to celebrate Diwali because of its significance in Britain's diverse cultures. When an event is not a direct experience for most of the children, it needs to be made as real and meaningful as possible by you.

Families celebrating Diwali will be creating Rangoli Patterns on their doorsteps, using chalk, exchanging gifts and Diwali cards, and eating specially prepared food. There are street lights, lighting Diya lights at home, as well as fireworks.

In your setting or childminder's home, enrich the environment to reflect elements of the Diwali festival, for example:

- watch and play alongside the children and provide them with more information about the Diwali festival
- use images and short films available from [BBC Bitesize](#) and [CBeebies](#)
- have a selection of information and story books available, accessible to the children and read to them when they show an interest, simplifying the text if necessary

Inform the children's families of the 5 day long Diwali festival. They may have resources they can bring in such as, Indian artefacts like puppets, elephant ornaments or clothing.

You may want to hold back some parts of the activity like the cooking, until maybe, day 3 or 4.

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On day 5, have a Diwali celebration, play Indian music, eat Indian food and provide music for dancing inside and out.

A popular Indian dance is the dance with sticks or Ludi. Show the children a film of a Ludi dance, readily available on YouTube. Children will enjoy making up their own Ludi dance. Check with the parents to see if anyone could demonstrate the dance for you. Note that the Ludi Dance is also performed at the Muslim Eid (Eid ul fitr and Eid ul adha) and wedding celebrations.

How this activity links with the other areas of learning

For a child to have their family's religious festival recognised is deeply personal and enriching. For children who are unfamiliar with Diwali their social understanding is developed, knowing what happens for other children ([personal, social and emotional development](#)). The Diwali celebrations will stimulate interaction between adults and children ([communication and language](#)). Opportunities for children to manipulate different materials like clay, paint, paper, scissors, will develop their fine motor skills, which contributes to later mark making and writing. [physical development](#) and [literacy](#).

Visit to a local supermarket or corner shop

Family life has changed dramatically, and some children will not have experienced shopping at all. Local supermarkets, whether they are the equivalent to a 'corner shop' or are on a larger scale, offer a range of possibilities for supporting children's understanding of diverse worlds. There are opportunities to develop children's understanding of cultural, social, technological and ecological diversity.

The more frequently these visits are planned the more children will understand what it means to go shopping. Shopping with the family is a different experience and the children will benefit from you talking them through the experience.

Before the visit:

- formally arrange the visit so that you are expected
- plan to take as small group as is possible and visit several times, rather than trying to take everyone at once

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- visit the shop, with a colleague, before you take the children so that you know what to expect
- inform the shop manager or owner that the children are very young and let them know if the group includes babies
- complete a risk assessment and share it with every adult who is going on the visit
- try to anticipate what might happen so that you are well prepared
- take a first aid kit, as you would do for all walks outside of your setting or childminder home
- if you need to travel on public transport, make this a part of the visit, it will offer much to support the diverse world and many other aspects of a child's learning and development
- make a shopping list with the children, make it purposeful, for example:
- a range of fruits (maybe the fruits for Handa's Surprise)
- a selection of vegetables (the vegetables for Oliver's Vegetables)
- cooking ingredients, for example for dough, a birthday cake, daal, soup, a favourite family recipe
- if you are visiting a supermarket it may be best to visit just one section

On the way to the shop or supermarket, listen to the children and respond to any of their questions, concerns, needs. On arrival, explain to the children that this is potentially a busy place and so we need to be aware of everyone around us.

Some supermarkets provide child-sized trollies to use if you can.

Support all the children to be actively involved and have a role. Who is going to look after the shopping list and tick off each item? (Have a mini-sized clipboard), who is going to take items off the shelf? Who is going to look after the money?

Show the children where machines and devices are used. Give time for the children to observe while you describe what is happening. For example, when looking at the weighing scales in the fruit and vegetable section, ask, 'I wonder what this machine is for?'

Note the countries of origin. Some older children may have travelled abroad and can recall the experience. If they have been to Spain, it is likely that there will be fruit imported from Spain. If they or their family members have visited the Caribbean, show them the sweet potatoes. You could buy different types of potatoes to explore back at the setting.

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If they or their relatives have been to either the Caribbean, Hong Kong, China, Pakistan, India or Bangladesh, show them coriander, chillies, ginger, garlic, aubergines and okra and rice, ingredients for Chinese cookery. You could cook a stir fry back at the setting.

With older children, think about how far the food has been transported to reach the supermarket. How has the food been transported? When returning to the setting see how many different trucks can be spotted that are transporting foodstuffs. These discussions will deepen children's ecological awareness of the impact of food transport on the environment. Take photographs of the children.

For some children, the shop or supermarket will be familiar to them. Let them tell their story and show others around.

You will know when the children are ready to leave and walk back to the setting or childminder's home.

A supermarket visit could also have a science focus. Focus on how food is grown. Purchase onions, garlic and ginger to find how long before green shoots appear and then they can be planted either in the setting garden or in indoor pots. Root vegetables such as potatoes and carrots also sprout when left.

Buy the ingredients for tactile play and kitchen science experiments, such as cream of tartar, baking soda and vinegar, ingredients for bread or cream for making butter.

Explore different packaging and look at the materials used, are they fit for purpose?

Buy white flowers to take back to the setting and add ink to the water to observe the water move through their stems, the capillary action.

Go to the fish counter and choose a fish for the children to examine closely back in the setting. This needs to be done with the guidance of an adult. Children could learn to name the parts of the fish and experience touching the scales.

How this activity links to the other areas of learning

Visits out of the setting offer rich opportunities for develop children's talking and listening

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([communication and language](#)). Visits are physically demanding for very young children, using their whole bodies to walk, get onto and off a bus or train and building their stamina ([physical development](#)). Young children may be familiar with self-check-out and the use of cards to pay ([expressive arts and design](#)). Having real money will be a new experience for many children ([mathematics](#)).

Other activities

Over the period of a year, plan for as many different visitors as possible to come into the setting, but also for the children to visit their place of work.

Visits to cafes that offer foods from different parts of the world.

Invite performers into the setting who sing and play music from around the world (make sure you carry out the appropriate checks).

Ideas for how to bring [cultural diversity into the early years](#).

Summary

- Diversity describes differences in age, culture, disabilities, ethnicity, gender, religion and sexual orientation.
- In Britain, there is diversity in all local communities.
- From a very early age children have formulated attitudes towards other children and families different from their own.
- Make sure your setting reflects the diversity in Britain and includes frequent visits out into the community and welcomes visitors into the setting.
- Making sure that adults in the setting respect diversity supports children to develop their understanding of a diverse world.
- A child's understanding of diversity in the world develops as they learn about the natural and built environments around them, as well as what they learn about the wider world.
- Children need to be supported to become technologically aware in the setting and on visits. They need to learn to keep themselves safe.

Next steps

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- Think about your knowledge and understanding of the diverse world. Consider where you are most confident and where you know your knowledge is less secure. Research these areas.
- Consider if your setting reflects a diverse world. Check your resources for diversity. For example, do dolls and small world figures reflect the diverse world.
- Try singing songs in different languages. Set yourself the challenge of learning a 'hello' song in as many different languages as possible.
- Check your books to make sure they reflect a diverse world. Identify any gaps and start to fill these. Include self-made books that reflect the diversity of the local community.
- Plan some visits over the year, to make sure there is a variety as well as going back to places that are popular with the children.
- Review your curriculum to ensure you cover the requirements in the EYFS for this area of learning.

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Safeguarding children, young people and vulnerable adults policy

Alongside associated procedures in 06.1-06.10 Safeguarding children, young people and vulnerable adults, this policy was adopted by *West Newton Pre-school-September 2021*

Safeguarding Vulnerable Groups Act 2006?

<https://www.legislation.gov.uk/ukpga/2006/47/contents>

Designated person/lead for safeguarding is: Mrs. S. Shardlow
Designed officer is: Mrs D. Scott

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.

Westnewton 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:

4. The 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.
5. The Pre-school is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in '*What to do if you are worried a child is being abused*' (HMG 2015) and '*No Secrets (updated by the Care Act 2014)* and *Working Together 2018*.
6. The Pre-school is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering 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' Care Act 2014

<https://www.legislation.gov.uk/ukpga/2014/23/contents/enacted>

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'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.

Safeguarding Vulnerable Groups Act 2006?

<https://www.legislation.gov.uk/ukpga/2006/47/contents>

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.

There designated person reports to a 'designated officer' responsible for overseeing all child, young person or adult protection matters.

Mrs. S. Shardlow

- 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 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

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- 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.

Key Commitment 2

- There are procedures in place to prevent known abusers from coming into the organisation as employees or volunteers at any level.
- Safeguarding is the responsibility of every person undertaking the work of the organisation in any capacity.
- 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.
- 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.

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- 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.

Key Commitment 3

- All 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.

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- We adhere to the EYFS Safeguarding and Welfare requirements.

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

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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)

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Responding to safeguarding or child protection concerns

The designated person is Mrs. S. Shardlow, the back-up designated person is Mrs. D. Scott.

<https://cumbriasafeguardingchildren.co.uk/>

Safeguarding children and protecting professionals in early years settings: on-line safety considerations <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations>

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.
- The manager and deputy are the designated person and back-up designated person, responsible for co-ordinating action taken by the setting to safeguard vulnerable children and adults.
- All concerns about the welfare of children in the setting should be reported to the designated person or the back-up designated person.
- 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.
- The setting should 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.

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- 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 CSCP <https://cumbrialscb.proceduresonline.com> 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 makes a record of the information given to them by the parent/carer in the child's personal file, which is signed by the parent/carer.
- 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, this is raised with the designated person.
- 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

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required and 06.1b Safeguarding incident reporting form is completed as above, taking into consideration any explanation given by the child.

- If there is a likelihood that the injury is recent and occurred at the setting, this is raised with the designated person.
- 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
- The parent/carer is advised 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 on 06.1b Safeguarding 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.

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.
- 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.

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- 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 06.1b Safeguarding 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 06.1b Safeguarding 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.

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- 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

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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 the CSCP 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.
- 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 06.1b Safeguarding incident reporting form, and a short summary entered on 06.1a Child welfare and protection summary. 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).

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- Each member of staff/volunteer who has witnessed an incident or disclosure should also make a written statement on 06.1b Safeguarding incident reporting form, as above.
- The referral is recorded on 06.1a Child welfare and protection summary.
- 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 using 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.

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- If issues cannot be resolved the whistle-blowing policy should be used, as set out below.
- Supervision sessions are also used to discuss concerns but this must not delay making safeguarding referrals.

Whistleblowing

LADO (Local Authority Designated Officer) (contact form on CSCP website or email: LADO@cumbria.gov.uk, tel: 03003033892) the LADO is to be contacted within **ONE** working day and Ofsted within 14 days? <https://www.cumbriasafeguardingchildren.co.uk/professionals/lado.asp>

The whistle blowing procedure must be followed in the first instance if:

- a criminal offence has been committed, is being committed or is likely to be committed
- a person has failed, is failing or is likely to fail to comply with any legal obligation to which he or she is subject. This includes non-compliance with policies and procedures, breaches of EYFS and/or registration requirements
- a miscarriage of justice has occurred, is occurring or is likely to occur
- the health and safety of any individual has been, is being or is likely to be endangered
- the working environment has been, is being or is likely to be damaged;
- that information tending to show any matter falling within any one of the preceding clauses has been, is being or is likely to be deliberately concealed

There are 3 stages to raising concerns as follows:

1. If staff wish to raise or discuss any issues which might fall into the above categories, they should normally raise this issue with their manager/Designated Person.
2. Staff who are unable to raise the issue with their manager/Designated Person should raise the issue with their line manager's manager/Designated Officer.
3. If staff are still concerned after the investigation, or the matter is so serious that they cannot discuss it with a line manager, they should raise the matter with [insert name and contact details of most senior person].

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Ultimately, if an issue cannot be resolved and the member of staff believes a child remains at risk because the setting or the local authority have not responded appropriately, the NSPCC have introduced a whistle-blowing helpline 0800 028 0285 for professionals who believe that:

- their own or another employer will cover up the concern
- they will be treated unfairly by their own employer for complaining
- if they have already told their own employer and they have not responded

Child Protection-Settings Procedures-Notes

- If a child's behaviour changes significantly the Early Years Practitioner can use the wellbeing and Involvement scales to map these changes. These can be shown to the manager or DSL to put further observations in place and, look at changes in progress or other signs that there is an issue that need to be followed up using a chronology. The manager or DSL can hold a parents meeting to discuss their needs or start an Early Help Assessment to further support the child and family.
- If a child discloses to their child's key person or other practitioner, the Early Years Educator must-
- Listen carefully to what the child is saying
- Not question a child who discloses, reassure them that they have done the right thing by talking about it and reaffirm it's not their fault, but you take their words seriously, so you will have to talk to someone who can help them.
-

Action-Talk to the Designated Safeguarding Lead in the Setting, follow their guidance.

Information is on a need to know basis.

Write an objective written record, date and time, using the exact words the child used. Name of the person who the disclosure was made to and any witnesses.

The setting has a code when an Early Years Educator asks the DSL for a "Pink it Form," these forms are a template for recording safeguarding concerns and then the DSL uses a chronology to map the incident. These forms are confidential and kept in the child's file in a locked cupboard. The concern is taken confidentially to the DSL who then decides on the next steps using The Multi-agency Threshold Guidance-

<https://www.cumbria.gov.uk/eLibrary/Content/Internet/537/6683/6687/6698/17145/42632155941.pdf>

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Procedure: -

Refer to Cumbria Safeguarding Children Partnership www.cumbriasafeguarding.co.uk website and follow the guidelines set out in “Working together to safe guard children” and “Keeping Children Safe in Education”- www.asset.publishing.services.gov.uk copies should be read alongside each other.

Complete a referral form provided on the www.cumbriasafeguarding.co.uk website.

Keep a copy of this document and follow the detailed guidelines given.

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 Cumbria Safeguarding Children Partnership 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.

Liaison with other agencies

Work within the Cumbria Safeguarding Children Partnership guidelines.

Have a link to access updated 'Working together to safeguard children' for staff and all staff are familiar with procedures if they have concerns. www.asset.publishing.services.gov.uk

Have procedures for contacting the local authority on child protection issues, including the out of hours number for the Duty Officer, to ensure that it is easy in any emergency, for the setting and other agencies to work together via the Hub.

Notify the registration authority (Ofsted) of any allegations of serious harm or abuse, incident or accident by any person working or looking after children at the premises and any changes in our arrangements which may affect the wellbeing of children. **Ofsted -Telephone No 0300 123 1231 enquiries@ofsted.gov.uk**

<https://cumbrialscb.proceduresonline.com/>. www.cumbriasafeguarding.co.uk

The Cumbria Safeguarding Partnership CSCP has all the forms on line, but the DSL can ring the hub for advice and then action the steps they recommend.

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Definitions of Abuse and Neglect

Working Together to safeguard Children 2006 What is Abuse and Neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely by a stranger. They may be abused by an adult or adults or another child or children.

- **Domestic Abuse**
- Domestic Abuse is also known as “spousal abuse, battering, family violence, dating abuse and intimate partner violence.” Domestic Violence may result and is defined as “an incident of threatening behaviour, between adults who are or have been intimate partners or family members, regardless of gender or sexuality.” Domestic abuse is when one partner in a relationship is controlling, so the other partner is at risk from this behaviour which could be threatening physically or psychological, emotional abuse and it can also be through sexual abuse. “Domestic abuse has a significant adverse impact on the children in the household, even if they are not physically harmed and are identified as at risk,” CSCP.
- **Neglect**
- Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care- takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.
- When a child/ren is neglected due to parent’s/carers persistent failure to meet a child’s basic needs whether physical or psychological or both, because of this the child can suffer developmentally with risk to health and physical impairment.
- If substance abuse occurs during pregnancy including alcohol (which can result in foetal Alcohol syndrome) are a factor of maternal neglect.

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- If a parent/carer fails to provide adequate accommodation, food and clothing or abandons the child therefore neglects the child's needs.
- If the child/ren are not protected from harm or danger, emotional or physical harm, then the child needs have been neglected.
- If the parent or carers neglect to provide adequate supervision, or does not respond to the emotional and medical needs of the child this constitutes neglect.

- **Physical Abuse**

- Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.
- If a child is physically abused, involving actions such as, hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child, this establishes physical abuse.
- If parent or carer fabricates the symptoms of, or deliberately induces illness in a child this constitutes physical ill-treatment through harming the health and/or development of the child.
- Physical harm may also happen when a child is maltreated in all forms of abuse as well as on its own.

- **Emotional Abuse**

- Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed upon children. These may include interactions that are beyond the child's developmental capability, as well as over protection and limitation of exploration or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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- A child's emotional development can be damaged through continual mistreatment and persistent use of negative language to describe the child which has a severe impact on their emotional well-being through feeling inadequate, unloved or valued without a "voice" to make their thoughts known due to constant criticism that has adverse effects on the child.
- Parents/carers who have developmentally unrealistic expectation of the child, so the child is conditioned to failure and inadequacy constituting emotional abuse.
- Emotional abuse can occur from not meeting the child's development needs by having too low or high expectations as well as not providing age appropriate conditions or materials to play and investigate or have social interactions and limited participation with others from parental overprotection.
- Emotional abuse can take place wholly online through manipulation, exploitation, cyber bullying, or technology may be used to facilitate offline abuse and bullying that makes children fearful or in danger, seeing or hearing others harmed.
- **Child Sexual Exploitation-CSCP-2021: -**
- Any child or young person may be at risk of sexual or criminal exploitation, regardless of their family background or other circumstances.
- Child exploitation results in children and young people suffering harm, and causes significant damage to their emotional, mental and physical health, affecting their overall wellbeing. It can also have profound and damaging consequences for the child's family. Parents and carers are often traumatised and under severe stress. Siblings can feel alienated and scared. The family network and the child's peers and friends may suffer serious threats of abuse, intimidation and assault at the hands of facilitators and/or perpetrators of child exploitation.
- There are strong links between children who experience exploitation and other behaviours such as running away from home or care, bullying, emotional wellbeing and mental health problems, drug and/or alcohol misuse, anti-social and offending behaviours, exclusion from school, and problems with family relationships. In addition, some children are particularly vulnerable to exploitation, for example, children with additional needs, children who are Looked After, care leavers, migrant children, unaccompanied asylum seeking children, and children who have experienced domestic abuse.
- Children and young people are often groomed and exploited by children with whom they feel they have a relationship with. Due to the nature of grooming methods used by facilitators and those who exploit and abuse children and young people, it is very common for children and young people who are exploited not to recognize that they are being abused. Practitioners should be aware that older children in particular may believe themselves to be acting voluntarily, and they

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will need practitioners to work alongside them, to help them recognize that they are experiencing or have experienced exploitation and abuse.

- Child sexual exploitation is defined as (CSCP August 2021):
- “Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.”
- Child Sexual Exploitation - Definition and a Guide for Practitioners, Local Leaders and Decision Makers (DfE, 2017))
- Child criminal exploitation is defined as:
- “where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.”
- Child sexual exploitation involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contract activities, such as involving children in looking at, or in the production of pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.
- Due to child development the child may be unaware that sexual exploitation is taking place as the activity may not be violent and the perpetrator could be known to the child of any gender as well as another child. The child could be groomed, enticed or forced to take part in sexual activities. Forced sexual acts that involve physical assault through

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penetrative contact such as rape or oral sex or non-contact acts such as, masturbation, kissing or rubbing as well as touching the outside of clothing

- Child Sexual exploitation could also be through viewing sexual images or acts as well as watching online sexual acts or being groomed to act in an inappropriate manner for sexual acts using technology on and offline.

CSCP-In doing so, the key principles should be:

- **A child-centred approach.** Action should be focussed on the child's individual needs; taking into consideration the fact that children do not always acknowledge what may be an exploitative or abusive situation;
- **A proactive approach** focussed on prevention, early identification and intervention as well as disrupting activity and prosecuting those who facilitate and/or perpetrate child exploitation;
- **Parenting, family life, and services.** Taking account of family circumstances when considering how best to safeguard and promote the welfare of children and young people;
- **The rights of children and young people.** Children and young people are entitled to be safeguarded from exploitation, just as agencies have duties in respect of safeguarding them and promoting their welfare;
- **Responsibility for criminal acts.** The exploitation of children and young people is child abuse. Police investigations should focus on those who facilitate and/or perpetrate the exploitation of children and young people.
- **An integrated approach.** Child exploitation requires a three-pronged multi-agency approach: prevention, protection and prosecution;
- **A shared responsibility.** There is a need for effective joint working between different agencies and practitioners underpinned by a strong commitment from senior leaders and managers across the partnership to effectively tackle child exploitation. A shared understanding of the problem of child exploitation and effective coordination should occur through Safeguarding Children Partnerships.

https://cumbrialscb.proceduresonline.com/chapters/p_ch_exploit.html#key

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Female genital mutilation (FGM)

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

Government help and advice: www.gov.uk/female-genital-mutilation

Children and young people vulnerable to extremism or radicalisation

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.

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CSCP'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 CSCP procedures <https://cumbriasafeguardingchildren.co.uk/>
- 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-panelmap-guidance
 - Prevent Strategy (HMG 2011) www.gov.uk/government/publications/preventstrategy-2011
 - The prevent duty: for schools and childcare providers www.gov.uk/government/publications/protecting-children-from-radicalisation-theprevent-duty
- The designated person should follow CSCP 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 CSCP 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.
- If available in the area, the designated person should complete WRAP (or equivalent) training and support staff to access the training as offered by local

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authorities. WRAP training covers local arrangements for dealing with concerns that a child may be at risk of extremism and/or radicalisation.

- The designated person should understand the perceived terrorism risks in relation to the area that they deliver services in.

Parental consent for radicalisation referrals

CSCP 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 CSCP 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 CSCP guidance

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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 like, 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: fmf@fco.gov.uk

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- Email for outreach work: fmoutrreach@fco.gov.uk **Further guidance**
<https://cumbriasafeguardingchildren.co.uk/> Working Together to Safeguard

Children 2015

<https://www.cumbria.gov.uk/elibrary/Content/Internet/537/6683/6687/6850/42107101623.pdf> <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

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

Allegations against staff, volunteers or agency staff

Concerns may come from a parent, child, colleague or member of the public.

Allegations or concerns must be referred to the designated person without delay - even if the person making the allegation later withdraws it.

LADO (Local Authority Designated Officer) (contact form on CSCP website or email:

LADO@cumbria.gov.uk tel: 03003033892 the LADO is to be contacted within **ONE** working day and Ofsted within 14 days? <https://www.cumbriasafeguardingchildren.co.uk/professionals/lado.asp>

Identifying

An allegation against a member of staff, volunteer or agency staff constitutes serious harm or abuse if they:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child in a way that indicates they may pose a risk of harm to children

Informing

- All staff report allegations to the designated person.

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The designated person alerts the designated officer. If the designated officer is unavailable the designated person contacts their equivalent until they get a response- which should be within 3-4 hours of the event. Together they should form a view about what immediate actions are taken to ensure the safety of the children and staff in the setting, and what is acceptable in terms of fact-finding.

- It is essential that no investigation occurs until and unless the LADO has expressly given consent for this to occur, however, the person responding to the allegation does need to have an understanding of what explicitly is being alleged.
- The designated person must take steps to ensure the immediate safety of children, parents, and staff on that day within the setting.
- The Local Authority Designated Officer (LADO) is contacted as soon as possible and within one working day. If the LADO is on leave or cannot be contacted the LADO team manager is contacted and/or advice sought from the point of entry safeguarding team/mash/point of contact, according to local arrangements.

We refer any such complaint immediately to the **Local Authority Designated Officer- 03003 033892** **within one working Day** to investigate. LADO Cumbria- ring the safeguarding unit- out of hours- 03003 033892 LADO@cumbria.gov.uk with a password protect.

- We also inform Ofsted of any serious harm or abuse by any person working or looking after children in the setting (whether the allegations relate to harm or abuse committed in the setting or elsewhere) and what measures we have taken as soon as is reasonably practicable, but within 14 days of the allegations being made. We are aware that it is an offence not to do this.
- **Ofsted -Telephone No 0300 123 1231**
- enquiries@ofsted.gov.uk
- <http://www.ofsted.gov.uk/early-years-and-childcare/information-for-parents>
- We co-operate entirely with any investigation carried out by children's services in conjunction with the police.

A child protection referral is made by the designated person if required. The

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LADO, line managers and local safeguarding children's services can advise on whether a child protection referral is required.

- The designated person asks for clarification from the LADO on the following areas:
- what actions the designated person must take next and when and how the parents of the child are informed of the allegation
- whether or not the LADO thinks a criminal offence may have occurred and whether the police should be informed and if so who will inform them
- whether the LADO is happy for the setting to pursue an internal investigation without input from the LADO, or how the LADO wants to proceed
- whether the LADO thinks the person concerned should be suspended, and whether they have any other suggestions about the actions the designated person has taken to ensure the safety of the children and staff attending the setting
- The designated person records details of discussions and liaison with the LADO including dates, type of contact, advice given, actions agreed and updates on the child's case file.
- Parents are not normally informed until discussion with the LADO has taken place, however in some circumstances the designated person may need to advise parents of an incident involving their child straight away, for example if the child has been injured and requires medical treatment.
- Staff do not investigate the matter unless the LADO has specifically advised them to investigate internally. Guidance should also be sought from the LADO regarding whether or not suspension should be considered. The person dealing with the allegation must take steps to ensure that the immediate safety of children, parents and staff is assured. It may be that in the short-term measures other than suspension, such as requiring a staff member to be office based for a day, or ensuring they do not work unsupervised, can be employed until contact is made with the LADO and advice given. The designated person ensures staff fill in 06.1b Safeguarding incident reporting form.
- If after discussion with the designated person, the LADO decides that the allegation is not obviously false, and there is cause to suspect that the child/ren is suffering or likely

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to suffer significant harm, then the LADO will normally refer the allegation to children's social care.

- If notification to Ofsted is required the designated person will inform Ofsted as soon as possible, but no later than 14 days after the event has occurred. The designated person will liaise with the designated officer about notifying Ofsted.
- The designated person ensures that the 06.1c Confidential safeguarding incident report form is completed and sent to the designated officer. If the designated officer is unavailable, their equivalent must be contacted.
- Avenues such as performance management or coaching and supervision of staff will also be used instead of disciplinary procedures where these are appropriate and proportionate. If an allegation is ultimately upheld the LADO may also offer a view about what would be a proportionate response in relation to the accused person.
- The designated person must consider revising or writing a new risk assessment where appropriate, for example if the incident related to an instance where a member of staff has physically intervened to ensure a child's safety, or if an incident relates to a difficulty with the environment such as where parents and staff are coming and going and doors are left open.
- All allegations are investigated even if the person involved resigns or ceases to be a volunteer.

Allegations against agency staff

Any allegations against agency staff must be responded to as detailed in this procedure. In addition, the designated person must contact the agency following advice from the LADO

Allegations against the designated person

If a member of staff has concerns that the designated person has behaved in a way that indicates they are not suitable to work with children as listed above, this is reported to the designated officer who will investigate further.

- During the investigation, the designated officer will identify another suitably experienced person to take on the role of designated person.
- If an allegation is made against the designated officer, then the owners/directors/trustees are informed.

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Recording

- A record is made of an allegation/concern, along with supporting information, using 06.1b Safeguarding incident reporting form; normally by the practitioner who has observed the incident. This is then entered on the file of the child, and the 06.1a Child welfare and protection summary is completed and placed in the front of the child's file.
- If the allegation refers to more than one child, this is recorded in each child's file
- If relevant, a child protection referral is made, with details held on the child's file.

Disclosure and Barring Service

- If a member of staff is dismissed because of a proven or strong likelihood of child abuse, inappropriate behaviour towards a child, or other behaviour that may indicate they are unsuitable to work with children such as drug or alcohol abuse, or other concerns raised during supervision when the staff suitability checks are done, a referral to the Disclosure and Barring Service is made.

Escalating concerns

- If a member of staff believes at any time that children may be in danger due to the actions or otherwise of a member of staff or volunteer, they must discuss their concerns immediately with the designated person.
- If after discussions with the designated person, they still believe that appropriate action to protect children has not been taken they must speak to the designated officer.
- If there are still concerns then the whistle blowing procedure must be followed, as set out in 06.1 Responding to safeguarding or child protection concerns.

Visitor or intruder on the premises

The safety and security of the premises is maintained at all time and staff are vigilant in areas that pose a risk, such as shared premises. A risk assessment is completed to ensure that unauthorised visitors cannot gain access.

Visitors with legitimate business - generally a visitor will have made a prior appointment

- On arrival, they are asked to verify their identity and confirm who they are visiting.

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- Staff will ask them to sign in and explain the procedures for the use of mobile phones and emergency evacuation.
- Visitors (including visiting VIPs) are never left alone with the children at any time.
- Visitors to the setting are monitored and asked to leave immediately should their behaviour give cause for concern.

Intruder

An intruder is an individual who has not followed visitor procedures and has no legitimate business to be in the setting; he or she may or may not be a hazard to the setting.

- An individual who appears to have no business in the setting will be asked for their name and purpose for being there.
- The staff member identifies any risk posed by the intruder.
- The staff member ensures the individual follows the procedure for visitors.
- The setting manager is immediately informed of the incident and takes necessary action to safeguard children.
- If there are concerns for the safety of children, staff evacuate them to a safe place in the building and contact police. In some circumstance this could lead to 'lock-down' of the setting and will be managed by the responding emergency service (see procedure 01.21 Terrorist threat/attack and lock-down).
- The designated person informs their designated officer of the situation at the first opportunity.
- In the case of a serious breach where there was a perceived or actual threat to the safety of the children, the manager/designated person completes 06.1c Confidential safeguarding incident report form) and copies in their line manager on the day of the incident. The owners/trustees/directors ensure a robust organisational response and ensure that learning is shared.

Uncollected child

If a child is not collected by closing time, or the end of the session and there has been no contact from the parent, or there are concerns about the child's welfare then this procedure is followed.

- The designated person is informed of the uncollected child as soon as possible and attempts to contact the parents by phone.

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- If the parents cannot be contacted, the designated person uses the emergency contacts to inform a known carer of the situation and arrange collection of the child.
- After one hour, the designated person contacts the local social care out-of-hours duty officer if the parents or other known carer cannot be contacted and there are concerns about the child's welfare or the welfare of the parents.
- The designated person should arrange for the collection of the child by social care.
- Where appropriate the designated person should also notify police.

Members of staff do not:

- go off the premises to look for the parents
- leave the premises to take the child home or to a carer
- offer to take the child home with them to care for them in their own home until contact with the parent is made
- Staff make a record of the incident in the child's file using , usually a practitioner. A record of conversations with parents should be made, with parents being asked to sign and date the recording.
- This is logged on the child's personal file along with the actions taken. 06.1c Confidential safeguarding incident report form should also be completed if there are safeguarding and welfare concerns about the child, or if Social Care have been involved due to the late collection.
- If there are recurring incidents of late collection, a meeting is arranged with the parents to agree a plan to improve time-keeping and identify any further support that may be required.

Incapacitated parent

Incapacitated refers to a condition which renders a parent unable to take responsibility for their child; this could be at the time of collecting their child from the setting or on arrival.

Concerns may include:

- appearing drunk
- appearing under the influence of drugs

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- demonstrating angry and threatening behaviour to the child, members of staff or others
- appearing erratic or manic

Informing

- If a member of staff is concerned that a parent displays any of the above characteristics, they inform the designated person as soon as possible.
- The designated person assesses the risk and decides if further intervention is required.
- If it is decided that no further action is required, a record of the incident is made on form 06.1b Safeguarding incident reporting form.
- If intervention is required, the designated person speaks to the parent in an appropriate, confidential manner.
- The designated person will, in agreement with the parent, use emergency contacts listed for the child to ask an alternative adult to collect the child.
- The emergency contact is informed of the situation by the designated person and of the setting's requirement to inform social care of their contact details.
- The designated officer is informed of the situation as soon as possible and provides advice and assistance as appropriate.
- If there is no one suitable to collect the child social care are informed.
- If violence is threatened towards anybody, the police are called immediately.
- If the parent takes the child from the setting while incapacitated the police are called immediately and a referral is made to social care.

Recording

- The designated person completes 06.1b Safeguarding incident reporting form and if social care were contacted 06.1c Confidential safeguarding incident report form is completed the designated officer. If police were contacted 06.1c Confidential safeguarding incident report form should also be copied to the owners/directors/trustees.
- Further updates/notes/conversations/ telephone calls are recorded.

Safeguarding Vulnerable Groups Act 2006?

<https://www.legislation.gov.uk/ukpga/2006/47/contents>

Death of a child on-site

Identifying

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- If it is suspected that a child has died in the setting, emergency resuscitation will be given to the child by a qualified First Aider until the ambulance arrives.
- Only a medical practitioner can confirm a child has died.

Informing

- The designated person ensures emergency services have been contacted; ambulance and police.
- The parents are contacted and asked to come to the setting immediately, informing them that there has been an incident involving their child and that an ambulance has been called; asking them to come straight to the setting or hospital as appropriate.
- The designated person calls the designated officer and informs them of what has happened.
- The trustees/directors are contacted and 06.1c Confidential safeguarding incident report form prepared by the designated person and designated officer.
- A member of staff is delegated to phone all parents to collect their children. The reason given must be agreed by the designated officer and the information given should be the same to each parent.
- The decision on how long the setting will remain closed will be based on police advice.
- Ofsted are informed of the incident by the nominated person and a RIDDOR report is made.
- Staff will not discuss the death of a child with the press.

Responding

- The trustees/directors will decide how the death is investigated within the organisation after taking advice from relevant agencies.
- The owners/trustees/directors will coordinate support for staff and children to ensure their mental health and well-being.

Looked after children

Identification.

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A 'Looked after Child' is a child in public care, who is placed with foster carers, in a residential home or with parents or other relatives.

Services provided to Looked After Children

- looked after; where the placement in the setting will normally last a minimum of three months.
- Where the child is already in attendance and has a secure attachment with an existing key person a continuation of the existing place will be offered.

Three- and four-year-olds

- Places will be offered for funded three- and four-year -olds who are looked after; where the placement in the setting will normally last a minimum of six weeks.
- If a child who attends a setting is taken into care and is cared for by a local carer the place will continue to be made available to the child.

Additional Support

- The designated person and key person liaise with agencies and professionals involved with the child, and his or her family, and ensure appropriate information is gained and shared.
- A meeting of professionals involved with the child is convened by the setting at the start of a placement. A Personal Education Plan (PEP) for children over 3 years old is put in place within 10 days of the child becoming looked after.
- Following this meeting, 6.8a Care plan for looked after children form is completed. The care plan is reviewed after two weeks, six weeks, three months, and thereafter at three to six monthly intervals.
- Regular contact will be maintained with the social worker through planned meetings, which will include contribution to the PEP which is reviewed annually.

E-safety (including all electronic devices with internet capacity)

The National Cyber Security Centre (NCSC) guidance on cyber security:

<https://www.ncsc.gov.uk/guidance/early-years-practitioners-using-cyber-security-to-protect-yoursettings>

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Safeguarding children and protecting professionals in early years settings: on-line safety considerations?
<https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations> **Online Safety**

It is important that children and young people receive consistent messages about the safe use of technology and are able to recognise and manage the risks posed in both the real and the virtual world.

Terms such as 'e-safety', 'online', 'communication technologies' and 'digital technologies' refer to fixed and mobile technologies that adults and children may encounter, now and in the future, which allow them access to content and communications that could raise issues or pose risks. The issues are: *Content* – being exposed to illegal, inappropriate or harmful material

Contact – being subjected to harmful online interaction with other users

Conduct – personal online behaviour that increases the likelihood of, or causes, harm

I.C.T Equipment

- The setting manager ensures that all computers have up-to-date virus protection installed.
- Tablets are only used for the purposes of observation, assessment and planning and to take photographs for individual children's learning journeys.
- Tablets remain on the premises and are stored securely at all times when not in use.
- Staff follow the additional guidance provided with the system

Internet access

- Children never have unsupervised access to the internet.
- The setting manager ensures that risk assessments in relation to e-safety are completed.
- Only reputable sites with a focus on early learning are used (e.g. CBeebies).
- Video sharing sites such as YouTube are not accessed due to the risk of inappropriate content.
- Children are taught the following stay safe principles in an age appropriate way:
 - only go online with a grown up
 - be kind online **and** keep information about me safely

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- only press buttons on the internet to things I understand
- tell a grown up if something makes me unhappy on the internet
- Staff support children's resilience in relation to issues they may face online, and address issues such as staying safe, appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age-appropriate ways.
- All computers for use by children are sited in an area clearly visible to staff.
- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at www.iwf.org.uk.

The setting manager ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.

Personal mobile phones – staff and visitors (includes internet enabled devices)

- Personal mobile phones and internet enabled devices are left in the staffroom during working hours. The setting manager completes a risk assessment for where they can be used safely.
- Personal mobile phones are switched off and stored in the staff room/office.
- In an emergency, personal mobile phones may be used in the privacy of the office with permission.
- Staff ensure that contact details of the setting are known to family and people who may need to contact them in an emergency.
- Staff take the settings mobile phones on outings that have parent contact numbers and secondary emergency contacts.
- Members of staff do not use personal equipment to take photographs of children.
- Parents and visitors do not use their mobile phones on the premises. There is an exception if a visitor's company/organisation operates a policy that requires contact with their office periodically throughout the day. Visitors are advised of a private space where they can use their mobile.

Cameras and videos

- Members of staff do not bring their own camera recorders to the setting.

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- Photographs/recordings of children are only taken for valid reasons, e.g. to record learning and development, or for displays, and are only taken on equipment belonging to the setting.
- Camera and video use is monitored by the setting manager.
- Where parents request permission to photograph or record their own children at special events, general permission is first gained from all parents for their children to be included. Parents are told they do not have a right to photograph or upload photos of anyone else's children.
- Photographs/recordings of children are only made if relevant permissions are in place.
- If photographs are used for publicity, parental consent is gained and safeguarding risks minimised, e.g. children may be identified if photographed in a sweatshirt with the name of their setting on it.

Cyber Bullying

If staff become aware that a child is the victim of cyber-bullying at home or elsewhere, they discuss this with the parents and refer them to help, such as:

NSPCC Tel: 0808 800 5000 www.nspcc.org.uk or ChildLine Tel: 0800 1111

www.childline.org.uk **Use of social media** Staff are expected to:

- understand how to manage their security settings to ensure that their information is only available to people they choose to share information with
- ensure the organisation is not negatively affected by their actions and do not name the setting
- are aware that comments or photographs online may be accessible to anyone and should use their judgement before posting
- are aware that images, such as those on Snapshot may still be accessed by others and a permanent record of them made, for example, by taking a screen shot of the image with a mobile phone
- observe confidentiality and refrain from discussing any issues relating to work
- not share information they would not want children, parents or colleagues to view
- set privacy settings to personal social networking and restrict those who are able to access
- not accept service users/children/parents as friends, as it is a breach of professional conduct
- report any concerns or breaches to the designated person in their setting

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- not engage in personal communication, including on social networking sites, with children and parents with whom they act in a professional capacity. There may be occasions when the practitioner and family are friendly prior to the child coming to the setting. In this case information is shared with the manager and a risk assessment and agreement in relation to boundaries are agreed

Use/distribution of inappropriate images

- Staff are aware that it is an offence to distribute indecent images and that it is an offence to groom children online. In the event of a concern that a colleague is behaving inappropriately, staff advise the designated person who follow procedure 06.2 Allegations against staff, volunteers or agency staff.

LADO (Local Authority Designated Officer) (contact form on CSCP website or email:

LADO@cumbria.gov.uk, tel: 03003033892) the LADO is to be contacted within **ONE** working day and Ofsted within 14 days?

- <https://www.cumbriasafeguardingchildren.co.uk/professionals/lado.asp>

Social Media Policy Links

- <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations>

DIGNITY AT WORK POLICY

1. POLICY STATEMENT

Westnewton Preschool is committed to creating an environment free from bullying and harassment, where everyone is treated with dignity and respect.

Bullying and harassment can have very serious consequences for individuals and the Preschool. Bullying or harassment may cause stress; affect an individual's health and their family or social relationships. It can also impact on an individual's work performance and result in them leaving their job.

Effects on the Pre-school can include loss of morale, poor work performance, increased employee turnover, legal claims and damage to the Pre-school's reputation.

The Pre-school will not tolerate bullying and harassment of any kind. All allegations of harassment and bullying will be investigated and if appropriate disciplinary action will be taken. The Pre-school will also not tolerate victimisation of a person for making allegations of bullying and harassment in good faith or supporting someone to make such a complaint.

Victimisation is a disciplinary offence.

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2. SCOPE OF THIS POLICY

This policy covers harassment and bullying of and by managers, employees, contractors, agency staff, learners, clients and anyone else engaged to work at the Pre-school, whether by direct contract with the Pre-school or otherwise.

If the complainant or alleged harasser is not employed by the Pre-school, e.g. if the worker's contract is with an agency or a third party this policy will apply with any necessary modifications such as that the Pre-school could not dismiss the worker but would instead require the agency or third party to remove the worker, if appropriate, after investigation and disciplinary proceedings. The policy covers bullying and harassment in the workplace and in any work-related setting outside the workplace, e.g. business trips and work related social events.

Any breach of this policy may render an employee liable to disciplinary action under the Company's disciplinary procedure, up to and including summary dismissal.

We are committed to doing everything reasonably practicable to ensure our employees are not subjected to unacceptable behaviour by fellow employees, and/or third parties and will deal with any incidents accordingly.

3. WHAT IS BULLYING AND HARASSMENT

Bullying is offensive, intimidating, malicious, insulting behaviour or an abuse or misuse of power which is meant to undermine, humiliate or injure the person on the receiving end.

Harassment is unwanted conduct related to protected characteristics, which are sex, gender reassignment, race (which includes colour, nationality and ethnic or national origins), disability, sexual orientation, religion or belief and age, that:

- has the purpose of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person; or
- is reasonably considered by that person to have the effect of violating their dignity or of creating an intimidating, hostile, degrading, humiliating or offensive environment for them, even if this effect was not intended by the person responsible for the conduct

Conduct may be harassment whether or not the person behaving in that way intends to offend. Something intended as a joke" may offend another person. Different people find different things acceptable. Everyone has the right to decide what behaviour is acceptable to them and to have their feelings respected by others.

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Behaviour which any reasonable person would realise would be likely to offend will be harassment without the recipient having to make it clear in advance that behaviour of that type is not acceptable to him or her, e.g. sexual touching.

It may not be so clear in advance that some other forms of behaviour would be unwelcome to, or could offend, a particular person e.g. certain “banter” flirting or asking someone for a private drink after work. In these cases, first time conduct which unintentionally causes offence will not be harassment but it will become harassment if the conduct continues after the recipient has made it clear, by words or conduct, that such behaviour is unacceptable to them.

Harassment may also occur where a person engages in unwanted conduct towards another because he/she perceives that the recipient has a protected characteristic e.g. a perception that he or she is gay or disabled, when the recipient does not, in fact, have that protected characteristic. For example, it would be harassment for an individual to repeatedly tease an individual because of an incorrect belief that that the recipient is deaf. Similarly, harassment could take place where an individual is bullied or harassed because of another person with whom the individual is connected or associated, for example if his/her child is disabled, wife is pregnant or friend is a devout Christian.

Harassment also includes circumstances where an individual is subjected to unwanted conduct from a third party, such as a client or customer. For example, it might be that a learner/client makes a series of racist remarks to a black employee. If an employee feels that they have been bullied or harassed by customers, suppliers or visitors, they should report any such behaviour to their manager who will take appropriate action in liaison with the appropriate HR Business Partner. Bullying or harassment of customers, suppliers or visitors will be dealt with through the Disciplinary Policy.

A single incident can be harassment if it is sufficiently serious.

All bullying and harassment is misconduct and is a disciplinary offence which will be dealt with under the Pre-school’s disciplinary policy. Bullying or harassment will often be gross misconduct, which can lead to dismissal without notice.

Bullying or harassment will constitute unlawful discrimination where it relates to one of the protected characteristics, which are sex, gender reassignment, race (which includes colour, nationality and ethnic or national origins) disability, sexual orientation religion or belief and age.

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Serious bullying or harassment may amount to other civil or criminal offences, e.g. a civil offence under the Protection from Harassment Act 1997 and criminal offences of assault.

4. EXAMPLES OF BULLYING OR HARASSMENT

Bullying and harassment may be misconduct which is physical, verbal or non-verbal, e.g. by letter or email

Examples of unacceptable behaviour that are covered by this policy include (but are not limited to) the following:

- physical conduct ranging from unwelcome touching to serious assault;
- unwelcome sexual advances;
- the offer of rewards for going along with sexual advances, e.g. promotion, access to training;
- threats for rejecting sexual advances, e.g. suggestions that refusing advances will adversely affect the employee's employment, evaluation, pay, assigned work, or any other condition of employment or career development;
- demeaning comments about a person's appearance;
- unwelcome jokes or comments of a sexual or racial nature or about an individual's age;
- questions about a person's sex life;
- unwanted nicknames related to a person's age, race or disability;
- the use of obscene gestures;
- excluding an individual because they are associated or connected with someone with a protected characteristic, e.g. their child is gay, spouse is black or parent is disabled
- ignoring an individual because they are perceived to have a protected characteristic when they do not, in fact, have the protected characteristic, e.g. an employee is thought to be Jewish, or is perceived to be a transsexual
- the open display of pictures or objects with sexual or racial overtones, even if not directed at any particular person, e.g. magazines, calendars or pin-ups;
- spreading malicious rumours or insulting someone;
- picking on someone or setting them up to fail;
- making threats or comments about someone's job security without any good reason;
- ridiculing someone;
- isolation or non-cooperation at work; and
- excluding someone from social activities

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5. WHAT IS VICTIMISATION

Victimisation is subjecting a person to a detriment because they have, in good faith, complained (whether formally or otherwise) that someone has been bullying or harassing them or someone else, or supported someone to make a complaint or given evidence in relation to a complaint. This would include isolating someone because they have made a complaint or giving them a heavier or more difficult workload.

Provided that you act in good faith, i.e. you genuinely believe that what you are saying is true, you have a right not to be victimised for making a complaint or doing anything in relation to a complaint of bullying or harassment and the Pre-school will take appropriate action to deal with any alleged victimisation, which may include disciplinary action against anyone found to have victimised against you.

Making a complaint which you know to be untrue, or giving evidence which you know to be untrue, may lead to disciplinary action being taken against you.

6. WORK RELATED SOCIAL EVENTS

On occasion's employees, learners, clients and third parties may be requested by the Company to attend social events, which may include a wide range of social gathering from sector specific events, work related social events, to employee/management forums and employer events.

Although such social events usually take place away from the workplace and outside of normal working hours, the Pre-school's standard code of conduct applies to such events as these can be classed as an extension of employment, for example a leaving party, a conference or training event.

Employees should remember that even though these types of gatherings are classed as social events they are still representing the Pre-school and therefore the same values and principles that are relevant throughout our working days are still applicable. It is in everyone's interests that we expect all employees to adhere to certain procedures. We aim to ensure that everyone can enjoy work-related social events in an atmosphere of conviviality without fear of being made to feel uncomfortable by another person's conduct.

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Specifically, those who attend work-related social events must adhere to JHP Values and the following policies and principles:

- Should you decide to consume alcohol, do so only in moderation?
- The use of illegal drugs, including cannabis, whether on Pre-school premises or not is strictly prohibited
- You should not say or do anything that could offend, intimidate, embarrass or upset any other person, whether as a joke or not.
- Swearing and intemperate language are unacceptable.
- You must not behave in any way that could bring the Pre-school's name into ill repute.

Employees should, in advance, consider how they will return home following a work related social event. Drinking and driving is illegal and strictly prohibited.

6.2 Third Party Attendance

Third parties may often be invited to attend such Company events. It is the responsibility of our employees who invite such third parties to make them aware of this Policy and the appropriate standards of behaviour expected.

6.3 Absence

Unauthorised absence the day following a work related social event may be treated as a disciplinary issue.

7. WHAT SHOULD I DO IF I THINK I AM BEING BULLIED OR HARASSED-7i Informal

You may be able to sort matters informally. The person may not know that their behaviour is unwelcome or upsetting. An informal discussion may help them to understand the effects of their behaviour and agree to change it. You may feel able to approach the person yourself, or with the help of your Manager or the committee. Alternatively, an initial approach could be made on your behalf by one of these people.

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8. Grievance

The Grievance procedure is intended to assist all employees to resolve difficulties within the workplace and to support employees who wish to raise concerns about their work, working environment or relationships with colleagues. All grievances will be managed under this procedure and managers and employees should raise and deal with issues promptly and not unreasonably delay meetings, decisions or confirmation of those decisions. The grievance procedure will not apply to issues where other more specific procedures apply.

The following procedure will be applied fairly in all instances where a grievance has been raised however the pre-school reserves the right not to pursue grievances that are malicious or vexatious, or which repeat complaints which have already been dealt with.

Managers and employees should attempt to resolve grievances informally in the first instance. The employee is entitled to be accompanied by a trade union representative or work colleague at every stage.

The pre-school has a duty to support its employees with any concerns, or grievances that they wish to raise.

This procedure will ensure that:

- lawful, non-discriminatory and effective arrangements exist for dealing with employee concerns and grievances
 - employees are aware of their responsibilities to raise any problems
 - managers are aware of their responsibilities with the aim of resolving issues as soon as possible
1. Where an employee has a grievance they should discuss it with their manager. The manager and employee should both try and resolve the grievance informally together, normally within 10 working days.
 2. Where the grievance concerns the line manager, employees should discuss the matter with the next line of management the Chair of the Committee.
 3. If the informal approach does not resolve the concern then the employee should raise the matter formally in writing stating the nature of their grievance and the expected resolution.
 4. Within 10 working days of receipt of the letter the manager will arrange a formal meeting during which the grievance will be considered.

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5. Within 10 working days of the formal meeting the manager will write to the employee advising them of the outcome of the meeting and outlining the next step including their right of appeal against the decision. Appeals are to be lodged within 20 working days.
6. Within 14 working days of receiving the appeal letter an appeal meeting will take place.
7. The outcome of the appeal meeting will be formally notified to the employee in writing within 10 working days.
8. There is no further right of appeal.

Introduction

Anybody working in the pre-school may, at some time, have problems or concerns about their work, working conditions or relationships with colleagues that they wish to talk about with their manager. They want the grievance to be addressed, and if possible, resolved as soon as possible. It is also clearly in the pre-school's interests to resolve problems before they can develop into major difficulties for all concerned.

Issues that may cause grievances include:

- Health and Safety
- Work relations
- Working environment and conditions
- Discrimination

Grievances may occur at all levels and this guidance applies equally to managers and employees. Employees might raise matters not entirely within the control of the pre-school, such as client or customer relationships. The pre-school will take third party grievances seriously and action will be taken to support the employee.

The pre-school will aim to resolve grievances as quickly as possible to the satisfaction of the individual(s) concerned. Where this is not possible every effort will be made to explain the reasons for the decision and where employees are not satisfied with the outcome they have the right to pursue their grievance to the next stage of the procedure.

Employees who raise grievances will be treated fairly at all times throughout this procedure. However, if a grievance is found to be malicious or to have been made in bad faith the employee may be subject to the Disciplinary Procedure.

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When thinking about what action to take managers should consider if they need any further advice from their Committee.

Informal Discussions

Employees should aim to settle most grievances informally with their line manager. The preschool encourages open communication between managers and employees. Many problems can be settled quickly during the course of everyday working relationships.

Where the problem concerns the immediate line manager, employees should discuss the matter with the next line of management the chair of the committee.

A record should be kept of the meeting and the outcome of the informal discussion.

Mediation/Facilitated Discussion

In some cases it can be helpful to involve an independent third party or mediator, to help resolve problems by way of mediation; sometimes referred to as a facilitated discussion. Mediation is a voluntary process where an impartial third party helps two or more people in dispute to attempt to reach an agreement. Mediation cannot be imposed on anyone and does not prevent an employee from pursuing the formal route. The pre-school will encourage all parties to participate in some form of mediation/facilitated discussion. Mediators may be formally trained and accredited and will carry out this role in addition to their usual committee roles. The mediator is in charge of the process of seeking to resolve the problem but not the outcome. Whilst there is no formal right to be accompanied during mediation, and both parties are generally unaccompanied, an employee may wish to be accompanied by a trade union representative or co-worker.

Mediation distinguishes itself from other approaches to conflict resolution as it is:

- Less formal
- Flexible
- Voluntary
- Voluntarily binding, but normally has no legal status
- (generally) unaccompanied
- Owned by the parties

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If the informal approach does not resolve the concern, the employee may raise the issue formally.

Formal Grievance Meeting

Where a grievance is serious or an employee has attempted to raise a problem informally without success, the employee should raise it formally in writing with the appropriate line manager

If the grievance is about their manager, it should be addressed to their manager's immediate line manager the chair of the committee.

If a conflict of interest is declared by any party involved responsibilities can be delegated by the chair of the committee to one or more committee members as deemed appropriate by the chair.

When stating their grievance, the employee should clearly state:

- a) *Why they are raising a formal grievance, and the nature of the grievance.*
- b) *The outcome or resolution they are looking for. This needs to be reasonably achievable.*

If the above is not clear the manager/chair should contact the employee to request this information prior to a meeting being arranged.

Receipt of the formal grievance should be acknowledged by the manager/chair in writing within 10 working days. The manager/chair will arrange a meeting with the employee within 10 working days and confirm this in writing advising them of their right to be accompanied by a trade union representative or work colleague.

The purpose of the meeting will be to consider the grievance with a view to resolving the matter. Managers/chair should remember that a grievance meeting is not the same as a disciplinary meeting, and is an occasion when discussion and dialogue may lead to an amicable resolution

The following should be considered:

- Arranging, where possible, for someone who is not involved in the grievance to take a note of the meeting
- whether it is necessary for a manager/chair to attend to provide further information

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- whether similar grievances have been raised before, how they have been resolved, and any follow-up action that has been necessary. This allows consistency of treatment
- In complex cases, the Manager/Chair should consider whether it is necessary to appoint an investigation officer.

The meeting will be adjourned before a decision is taken about how to deal with an employee's grievance. This allows time for reflection and proper consideration. It also allows for any further checking of any matters raised, if required. If it is possible to reach a decision within a short timescale, the meeting will be reconvened and the decision given.

Should further checking be required the manager/chair on behalf of the Committee must give this the highest priority and it should be carried out without undue delay whilst ensuring that the facts are investigated thoroughly.

Once additional checking has been completed the meeting should be reconvened and the employee advised of the outcome.

As a result of the meeting it may be decided that it is appropriate to move onto a different procedure and if this is the case the employee must be advised of this, given a copy of the relevant procedure and kept informed of progress.

After the meeting the manager/the Committee must within 10 working days set out clearly in writing their decision in response to the grievance, any action that is to be taken, and the employee's right of appeal. The letter should:

- state who the appeal should be made to
- explain that it should be in writing
- explain that it should set out the specific grounds of appeal
- give the time limit for appealing (10 working days)
- include a copy of the notes of the key points from the grievance meeting

Where an employee's grievance is not upheld the reasons must be carefully explained. If the grievance highlights any issues concerning policies, procedures or conduct (even if not sufficiently serious to merit separate disciplinary procedures) they should be addressed as soon as possible.

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The manager/chair must ensure that any action taken is monitored and reviewed, as appropriate, so that it deals effectively with the issues.

Appeal

Where an employee feels that their grievance has not been satisfactorily resolved they have the right of appeal to another senior manager who was not involved in the original meeting or decision, and who will have the authority to overturn the original decision. Appeals should be lodged in writing within 5 working days of receipt of the outcome letter, clearly stating

(a) Why they do not accept the original decision

(b) What outcome or resolution they are looking for. This needs to be reasonably achievable.

Receipt of the letter of appeal should be acknowledged within 10 working days and a meeting arranged between the committee member dealing with the appeal and the aggrieved employee, as soon as possible.

If it is felt appropriate they can request the attendance of the manager/committee member who originally dealt with the grievance at the appeal meeting. Examples of where this may be appropriate include the requirement for the original manager to put the grievance into context with regards to operational issues, team dynamics, implications of decisions etc.

They should take the same steps that were, or should have been, taken when the grievance was first heard. For example, witnesses who gave evidence at the meeting will be required to give evidence again, the employee who raised the grievance will need to put their points forward and all the original documentation should be reconsidered. In complex cases, the Manager/Committee should consider whether it is necessary to appoint an investigation officer.

Appeals will be dealt with speedily whilst still allowing the employee reasonable time to prepare their case.

After the appeal meeting the manager/committee must inform the employee of their final decision, within 10 working days.

There is no further right of appeal.

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Keeping written records

Notes should be taken of all key points raised at grievance meetings and appeals and a copy given to the employee. This information may be required at an Employment Tribunal.

Managers are advised to keep a record of all grievance cases. This record should include:

- the complaint made by the employee
- findings made and actions taken
- the reason for actions taken
- whether an appeal was lodged
- the outcome of the appeal
- any subsequent developments
- notes of any formal meetings

These records are to be kept confidential and retained in accordance with this procedure and the General Data Protection Act 2018.

Key person supervision

Staff taking on the role of key person must have supervision meetings in line with this procedure.

Structure

- Supervision meetings are held every 4-6 weeks for key persons. For part-time staff this may be less frequent but at least every 6-8 weeks
- Key persons are supervised by the setting manager or deputy.
- Supervision meetings are held in a confidential space suitable for the task
- Key persons should prepare for supervision by having the relevant information to hand.

Content

The child focused element of supervision meetings must include discussion about:

- the development and well-being of the supervisee's key children and offer staff opportunity to raise concerns in relation to any child attending. *Safeguarding concerns must always reported to the designated person immediately and not delayed until a scheduled supervision meeting*

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- reflection on the journey a child is making and potential well-being or safeguarding concerns for the children they have key responsibility for - promoting the interests of children.
- coaching to improve professional effectiveness based on a review of observed practice/teaching
- reviewing plans and agreements from previous supervisions including any identified learning needs for the member of staff
- During supervision staff can discuss any concerns they have about inappropriate behaviour displayed by colleagues, but must never delay until a scheduled supervision to raise concerns.
- Staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children that have occurred during their employment. New information is referred immediately to the designated officer.

Recording

- Key person supervision discussions are recorded and is retained by the supervisor and a copy provided to the key person.
- The key person and supervisor must sign and date the minutes of supervision within 4-6 weeks of it happening and disagreements over recorded content must be minuted.
- Each member of staff has a supervision file that is stored securely at all times.
- Concerns raised during supervision about an individual child's welfare may result in safeguarding concerns not previously recognised as such, these are recorded on 06.1b Safeguarding incident reporting form and placed on the child's file. The reasons why the concerns have not previously been considered are explored.
- Additional safeguarding or welfare decisions made in relation to a child during supervision are recorded on the individual case file. The supervisor (if not the designated person) should ensure the recording is made and the designated person is notified.

Checking continuing suitability

- Supervisors check with staff if there is any new information pertaining to their suitability to work with children, including any changes in relation to their household members. This only needs to be recorded on the supervision meeting record.
- Where staff are on zero hours contracts or are employed as and when needed, their line manager completes the staff suitability self-declaration form quarterly, and/or at the beginning of every new period of work.
- Regarding the use of agency staff/support workers/self-employed persons there is an expectation that as part of the agreement with agencies they have sought information

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regarding their employee's suitability to work with children. Line managers must review this regularly.

- The position for students on placement is the same as that for agency staff

Exceptional Circumstances

Where exceptional circumstances prevent staff from conducting supervision as outlined in this procedure, the line manager is informed in writing, a copy placed on the supervision file and the appropriate actions agreed to ensure that the setting meets its obligations within the EYFS.

Further guidance

Recruiting Early Years Staff (Pre-school Learning Alliance 2016)

People Management in the Early Years (Pre-school Learning Alliance 2016)

Record keeping policy

Alongside associated procedures in 07.1-07.4 Record keeping, this policy was adopted *West Newton Pre-school-September 2021*

Aim

We have record keeping systems in place for the safe and efficient management of the setting and to meet the needs of the children; that meet legal requirements for the storing and sharing of information within the framework of the GDPR and the Human Rights Act.

Objectives

- Children's records are kept in personal files, divided into appropriate sections, and stored separately from their developmental records.
- Children's personal files contain registration information as specified in procedure 07.1 Children's records and data protection.
- Children's personal files contain other material described as confidential as required, such as Common Assessment Framework assessments, Early Support information or Education, Health and Care Plan (EHCP, case notes including recording of concerns, discussions with parents, and action taken, copies of correspondence and reports from other agencies.
- Ethnicity data is only recorded where parents have identified the ethnicity of their child themselves.

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- Confidentiality is maintained by secure storage of files in a locked cabinet with access restricted to those who need to know. Client access to records is provided for within procedure 07.4 Client access to records.
- Staff know how and when to share information effectively if they believe a family may require a particular service to achieve positive outcomes
- Staff know how to share information if they believe a child is in need or at risk of suffering harm.
- Staff record when and to whom information has been shared, why information was shared and whether consent was given. Where consent has not been given and staff have taken the decision, in line with guidelines, to override the refusal for consent, the decision to do so is recorded.
- Guidance and training for staff specifically covers the sharing of information between professions, organisations, and agencies as well as within them, and arrangements for training takes account of the value of multi-agency as well as single agency working.

Records

The following information and documentation are also held:

- name, address and contact details of the provider and all staff employed on the premises
- name address and contact details of any other person who will regularly be in unsupervised contact with children
- a daily record of all children looked after on the premises, their hours of attendance and their named key person
- certificate of registration displayed and shown to parents on request
- records of risk assessments
- record of complaints

Legal references

General Data Protection Regulation 2018

Freedom of Information Act 2000

Human Rights Act 1998

Statutory Framework for the Early Years Foundation Stage (DfE 2021)

Data Protection Act 2018

Further guidance

Westnewton Pre-school

Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers. (HMG 2018)

Children's records and data protection

Principles of data protection: lawful processing of data

Personal data shall be:

- a) *processed lawfully, fairly and in a transparent manner in relation to the data subject*
- b) *collected for specified, explicit and legitimate purposes and not further processed in a manner that is not compatible for these purposes*
- c) *adequate, relevant and necessary in relation to the purposes for which they are processed*
- d) *accurate, and where necessary, kept up to date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purpose for which they are processed, are erased or rectified without delay*
- e) *kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed*
- f) *processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures ("integrity and confidentiality")* Article 5 of the General Data Protection Regulations (2018)

Practitioners should process data, record and share information in line with the principles above.

General safeguarding recording principles

- It is vital that all relevant interactions linked to safeguarding children's and individual's welfare are accurately recorded.
- All recordings should be made as soon as possible after the event.
- Recording should be to a good standard and clear enough to enable someone other than the person who wrote it, to fully understand what is being described.
- Recording can potentially be viewed by a parent/carer or Ofsted inspector, by the successors of the practitioners who record, and may be used in a family Court as relevant evidence to decide whether a child should remain with their biological parents, or be removed to live somewhere else. Recording needs to be fair and accurate, non-judgemental in tone, descriptive, relevant, and should clearly show what action has been taken to safeguard a child, and reflect decision-making relating to safeguarding.

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- Recording should be complete, it should show what the outcome has been, what happened to referrals, why decisions were made to share or not share information, and it should contain summaries and minutes of relevant multi-agency meetings and multiagency communication.
- If injuries or other safeguarding concerns are being described the description must be clear and accurate and should give specific details of the injury observed and where it is located.

The principles of GDPR and effective safeguarding recording practice are upheld

- Recording is factual and non-judgemental.
- The procedure for retaining and archiving personal data and the retention schedule and subsequent destruction of data is adhered to.
- Parents/carers and children where appropriate are made aware of what will be recorded and in what circumstances information is shared, prior to their child starting at the setting. Parents/carers are issued with 07.1a Privacy notice and should give signed, informed consent to recording and information sharing prior to their child attending the setting. If a parent/carer would not expect their information to be shared in any given situation, normally, they should be asked for consent prior to sharing.
- There are circumstances where information is shared without consent to safeguard children. These are detailed below, but in summary, information can be shared without consent if a practitioner is unable to gain consent, cannot reasonably be expected to gain consent, or gaining consent places a child at risk.
- Records can be accessed by and information may be shared with local authority professionals. If there are significant safeguarding or welfare concerns, information may also be shared with a family proceedings Court or the police. Practitioners are aware of information sharing processes and all families should give informed consent to the way the setting will use, store and share information.
- Recording should be completed as soon as possible and within 5 working days as a maximum for safeguarding recording timescales.
- If a child attends more than one setting, a two-way flow of information is established between the parents/carers, and other providers. Where appropriate, comments from others (as above) are incorporated into the child's records.

Children's personal files

- Appropriate files must be used. These are made of robust card (not ring binders) and have plastic or metal binders to secure documents. File dividers must be inserted into each file.
- The sections contained are as follows:

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- personal details: registration form and consent forms.
- contractual matters: copies of contract, days and times, record of fees, any fee reminders or records of disputes about fees.
- SEND support requirements
- additional focussed intervention provided by the setting e.g. support for behaviour, language or development that needs an Action Plan at setting level
- records of any meetings held
- welfare and safeguarding concerns: correspondence and reports: all letters and emails to and from other agencies and confidential reports from other agencies
- Children's personal files are kept in a filing cabinet, which is always locked when not in use.
- Correspondence in relation to a child is read, any actions noted, and filed immediately
- Access to children's personal files is restricted to those authorised to see them and make entries in them, this being the setting manager, deputy or designated person for child protection, the child's key person, or other staff as authorised by the setting manager.
- Children's personal files are not handed over to anyone else to look at.
 - Children's files may be handed to Ofsted as part of an inspection or investigation; they may also be handed to local authority staff conducting a S11 audit as long as authorisation is seen.

Privacy notice

Westnewton Pre-school's Privacy Notice

Westnewton Pre-school, St. Matthew's School, Westnewton, Wigton. CA7 3NT

07497 763341 www.westnewtonpre-school.com

Data protection officer- Mrs S. Shardlow

Introduction

Personal data is protected in accordance with data protection laws and used in line with your expectations. This privacy notice explains what personal data we collect, why we collect it, how we use it, the control you have over your personal data and the procedures we have in place to protect it.

Westnewton Pre-school

When we refer to “we”, “us” or “our”, we mean Westnewton Pre-school.

What personal data we collect

We collect personal data about you and your child to provide care and learning tailored to meet your child’s individual needs. Personal details that we obtain from you includes your child’s: name, date of birth, address, and health, development and any special educational needs information. We will also ask for information about who has parental responsibility for your child and any court orders pertaining to your child.

Personal data that we collect about you includes: your name, home and work address, phone numbers, email address, emergency contact details, and family details.

We will only with your consent collect your national Insurance number or unique taxpayer reference (UTR) where necessary if you are self-employed and where you apply for up to 30 hours free childcare. We also collect information regarding benefits and family credits. Please note that if this information is not provided, then we cannot claim funding for your child.

We also process financial information when you pay your childcare fees by chip and pin or direct debit. We may collect other data from you when you voluntarily contact us.

Where applicable we will obtain details of your child’s social worker, child protection plans from social care, and health care plans from health professionals and other health agencies.

We may collect this information in a variety of ways. For example, data will be collected from you directly in the registration form; from identity documents; from correspondence with you; or from health and other professionals.

Why we collect personal data and the legal basis for handling your data

We use personal data about you and your child in order to provide childcare services and to fulfil the contractual arrangement you have entered into. This includes using your data in the following ways:

- to support your child’s wellbeing and development
- to effectively manage any special education, health or medical needs of your child whilst at the setting
- to carry out regular assessment of your child’s progress and to identify any areas of concern
- to maintain relevant contact about your child’s wellbeing and development
- to contact you in the case of an emergency

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- to process your claim for free childcare, if applicable
- to enable us to respond to any questions you ask
- to keep you updated about information which forms part of your contract with us
- to notify you of service changes or issues
- to send you our e-newsletter, if you have subscribed to it

With your consent, we would also like to:

- collect your child's ethnicity and religion data for monitoring purposes
- record your child's activities for their individual learning journal (this will often include photographs and videos of children during play)
- sign you up for our free parent e-newsletter which provides resources and useful information for parents
- transfer your child's records to the receiving school when s/he transfers

If we wish to use any images of your child for training, publicity or marketing purposes we will seek your written consent for each image we wish to use. You are able to withdraw your consent at any time, for images being taken of your child and/or for the transfer of records to the receiving school, by confirming so in writing to the setting. You can also unsubscribe from receiving our parent e-newsletter by notifying the setting.

We have a legal obligation to process safeguarding related data about your child should we have concerns about her/his welfare.

Who we share your data with

As a registered childcare provider in order to deliver childcare services it is necessary for us to share data about you and/or your child with the following categories of recipients:

- Ofsted, when there has been a complaint about the childcare service or during an inspection
- banking services in order to process chip and pin and/or direct debit payments
- the local authority, if you claim up to 30 hours free child care
- the governments eligibility checker as above, if applicable
- our insurance underwriter, where applicable

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- an email newsletter service, where you have given consent to receive our e-newsletter **We will also share your data:**
- if we are legally required to do so, for example, by a law enforcement agency, court
- to enforce or apply the terms and conditions of your contract with us
- to protect your child and other children; for example, by sharing information with medical services, social services or the police
- if it is necessary to protect our rights, property or safety or to protect the rights, property or safety of others
- with the school that your child will be attending, when s/he transfers, if applicable
- if we transfer the management of the setting out or take over any other organisation or part of it, in which case we may disclose your personal data to the prospective seller or buyer so that they may continue using it in the same way

Our nursery management and communication software provider may be able to access your personal data when carrying out maintenance task and software updates on our behalf. However, we have a written agreement in place which place this company under a duty of confidentiality.

We will never share your data with any organisation to use for their own purposes.

How do we protect your data?

We take the security of your personal data seriously. We have internal policies and strict controls in place to try to ensure that your data is not lost, accidentally destroyed, misused or disclosed and to prevent unauthorised access.

Where we engage third parties to process personal data on our behalf, they are under a duty of confidentiality and are obliged to implement appropriate technical and organisational measures to ensure the security of data.

Where do we store your data?

All data you provide to us is stored on secure computers or servers located within the UK or European Economic Area. We may also store paper records in locked filing cabinets.

Our third party data processors will also store your data on secure servers which may be situated inside or outside the European Economic Area. They may also store data in paper files.

How long do we retain your data?

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We retain your data in line with our retention policy a summary is below:

- You and your child's data, including registers are retained 3 years after your child no longer uses the setting, or until our next Ofsted inspection after your child leaves our setting.
- Medication records and accident records are kept for longer according to legal requirements.
- Learning journeys are maintained by the setting and available at your request when your child leaves. Records are kept and archived in line with our data retention policy.
- In some cases (child protection or other support service referrals), we may need to keep your data longer, only if it is necessary in order to comply with legal requirements. We will only keep your data for as long as is necessary to fulfil the purposes it was collected for and in line with data protection laws.

Your rights with respect to your data

As a data subject, you have a number of rights. You can:

- request to access, amend or correct the personal data we hold about you and/or your child
- request that we delete or stop processing your and/or your child's personal data, for example where the data is no longer necessary for the purposes of processing or where you wish to withdraw consent
- request that we transfer your and your child's personal data to another person

If you wish to exercise any of these rights at any time please contact the manager at the setting by email, telephone or when you attend the setting.

How to ask questions about this notice

If you have any questions, comments or concerns about any aspect of this notice or how we handle your data please contact the manager at the setting.

How to contact the Information Commissioner Office (ICO)

If the manager is not able to address your concern, please contact *Mrs. S. SHARDLOW- Leader or Mrs. D. Scott Chair of the Management Committee*

If you are concerned about the way your data is handled and remain dissatisfied after raising your concern, you have the right to complain to the Information Commissioner Office (ICO).

The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or <https://ico.org.uk/>.

Changes to this notice

Westnewton Pre-school

We keep this notice under regular review. Any changes to this notice will be shared with you so that you may be aware of how we use your data at all times.

Confidentiality, recording and sharing information

Most things that happen between the family, the child and the setting are confidential to the setting. In certain circumstances information is shared, for example, a child protection concern will be shared with other professionals including social care or the police, and settings will give information to children's social workers who undertake S17 or S47 investigations. Normally parents should give informed consent before information is shared, but in some instances, such as if this may place a child at risk, or a serious offence may have been committed, parental consent should not be sought before information is shared.

Cumbria Safeguarding Children's Partners (CSCP) procedures should be followed when making referrals, and advice sought if there is a lack of clarity about whether or not parental consent is needed before making a referral due to safeguarding concerns.

- Staff discuss children's general progress and well-being together in meetings, but more sensitive information is restricted to designated persons and key persons and shared with other staff on a need-to-know basis.
- Members of staff do not discuss children with staff who are not involved in the child's care, nor with other parents or anyone else outside of the organisation, unless in a formal and lawful way.
- Discussions with other professionals should take place within a professional framework, not on an informal basis. Staff should expect that information shared with other professionals will be shared in some form with parent/carers and other professionals, unless there is a formalised agreement to the contrary, i.e. if a referral is made to children's social care, the identity of the referring agency and some of the details of the referral is likely to be shared with the parent/carer by children's social care.
- It is important that members of staff explain to parents that sometimes it is necessary to write things down in their child's file and explain the reasons why.
- When recording general information, staff should ensure that records are dated correctly and the time is included where necessary, and signed.

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- Welfare/child protection concerns are recorded on 6.1b Safeguarding incident reporting form July 21. Information is clear and unambiguous (fact, not opinion), although it may include the practitioner's thoughts on the impact on the child.
- Records are non-judgemental and do not reflect any biased or discriminatory attitude.
- Not everything needs to be recorded, but significant events, discussions and telephone conversations must be recorded at the time that they take place.
- Recording should be proportionate and necessary.
- When deciding what is relevant, the things that cause concern are recorded as well as action taken to deal with the concern. The appropriate recording format is filed within the child's file.
- Information shared with other agencies is done in line with these procedures.
- Where a decision is made to share information (or not), reasons are recorded.
- Staff may use a computer to type reports, or letters. Where this is the case, the typed document is deleted from the computer and only the hard copy is kept.
- Electronic copy is downloaded onto a disc, labelled with the child's name and stored in the child's file. No documents are kept on a hard drive because computers do not have facilities for confidential user folders.
- The setting is registered with the Information Commissioner's Office (ICO). Staff are expected to follow guidelines issued by the ICO, at <https://ico.org.uk/fororganisations/guidance-index/>
- Additional guidance in relation to information sharing about adults is given by the Social Care Institute for Excellence, at www.scie.org.uk/safeguarding/adults/practice/sharinginformation
- Staff should follow guidance including Working Together to Safeguard Children (DfE 2018); Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers 2018 and What to do if you're Worried a Child is Being Abused (HMG 2015)
- What to do if you're Worried a Child is Being Abused (HMG 2006) Revised advice for practitioners 2015. <https://www.gov.uk/government/publications/what-to-do-if-youreworried-a-child-is-being-abused--2>
- Working Together to Safeguard Children (revised HMG 2018) <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Keeping Children Safe in Education Guidance 2021 PDF

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- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/99
- <https://learning.nspcc.org.uk/research-resources/schools/keeping-children-safe-in-education-caspar-briefing>

Confidentiality definition

- Personal information of a private or sensitive nature, which is not already lawfully in the public domain or readily available from another public source, and has been shared in a relationship, where the person giving the information could reasonably expect it would not be shared with others.
- Staff can be said to have a 'confidential relationship' with families. Some families share information about themselves readily; members of staff need to check whether parents regard this information as confidential or not.
- Parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has confided in.
- Information shared between parents in a group is usually bound by a shared agreement that the information is confidential and not discussed outside. The setting manager is not responsible should that confidentiality be breached by participants.
- Where third parties share information about an individual; staff need to check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.
- Information shared is confidential to the setting.
- Practitioners ensure that parents/carers understand that information given confidentially will be shared appropriately within the setting (for instance with a designated person, during supervision) and should not agree to withhold information from the designated person or their line manager.

Breach of confidentiality

- A breach of confidentiality occurs when confidential information is not authorised by the person who provided it, or to whom it relates, without lawful reason to share.
- The impact is that it may put the person in danger, cause embarrassment or pain.
- It is not a breach of confidentiality if information was provided on the basis that it would be shared with relevant people or organisations with lawful reason, such as to safeguard an individual at risk or in the public interest, or where there was consent to the sharing.
- Procedure 07.1 Children's records and data protection must be followed.

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Exception

- GDPR enables information to be shared lawfully within a legal framework. The Data Protection Act 2018 balances the right of the person about whom the data is stored with the possible need to share information about them.
- The Data Protection Act 2018 contains “safeguarding of children and individuals at risk” as a processing condition enabling “special category personal data” to be processed and to be shared. This allows practitioners to share without consent if it is not possible to gain consent, if consent cannot reasonably be gained, or if gaining consent would place a child at risk.
- Confidential information may be shared without authorisation - either from the person who provided it or to whom it relates, if it is in the public interest and it is not possible or reasonable to gain consent or if gaining consent would place a child or other person at risk. The Data Protection Act 2018 enables data to be shared to safeguard children and individuals at risk. Information may be shared to prevent a crime from being committed or to prevent harm to a child, Information can be shared without consent in the public interest if it is necessary to protect someone from harm, prevent or detect a crime, apprehend an offender, comply with a Court order or other legal obligation or in certain other circumstances where there is sufficient public interest.
- Sharing confidential information without consent is done only in circumstances where consideration is given to balancing the needs of the individual with the need to share information about them.
- When deciding if public interest should override a duty of confidence, consider the following:
 - is the intended disclosure appropriate to the relevant aim?
 - what is the vulnerability of those at risk?
 - is there another equally effective means of achieving the same aim?
 - is sharing necessary to prevent/detect crime and uphold the rights and freedoms of others?
 - is the disclosure necessary to protect other vulnerable people?

The decision to share information should not be made as an individual, but with the backing of the designated person who can provide support, and sometimes ensure protection, through appropriate structures and procedures.

Obtaining consent

Consent to share information is not always needed. However, it remains best practice to engage with people to try to get their agreement to share where it is appropriate and safe to do so.

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Using consent as the lawful basis to store information is only valid if the person is fully informed and competent to give consent and they have given consent of their own free will, and without coercion from others, Individuals have the right to withdraw consent at any time.

You should not seek consent to disclose personal information in circumstances where:

- someone has been hurt and information needs to be shared quickly to help them
- obtaining consent would put someone at risk of increased harm
- obtaining consent would prejudice a criminal investigation or prevent a person being questioned or caught for a crime they may have committed
- the information must be disclosed regardless of whether consent is given, for example if a Court order or other legal obligation requires disclosure

NB. The serious crimes indicated are those that may harm a child or adult; reporting confidential information about crimes such as theft or benefit fraud are not in this remit.

- Settings are not obliged to report suspected benefit fraud or tax evasion committed by clients, however, they are obliged to tell the truth if asked by an investigator.
- Parents who confide that they are working while claiming should be informed of this and should be encouraged to check their entitlements to benefits, as they it may be beneficial to them to declare earnings and not put themselves at risk of prosecution.

Consent

- Parents share information about themselves and their families. They have a right to know that any information they share will be regarded as confidential as outlined in 07.1a Privacy notice. They should also be informed about the circumstances, and reasons for the setting being under obligation to share information.
- Parents are advised that their informed consent will be sought in most cases, as well as the circumstances when consent may not be sought, or their refusal to give consent overridden.
- Where there are concerns about whether or not to gain parental consent before sharing information, for example when making a Channel or Prevent referral the setting manager must inform their line manager for clarification before speaking to parents
- Consent must be informed - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information.

Separated parents

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- Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides.
- Where there is a dispute, this needs to be considered carefully.
- Where the child is looked after, the local authority, as 'corporate parent' may also need to be consulted before information is shared.

Age for giving consent

- A child may have the capacity to understand why information is being shared and the implications. For most children under the age of eight years in a nursery or out of school childcare context, consent to share is sought from the parent, or from a person who has parental responsibility.
- Young persons (16-19 years) are capable of informed consent. Some children from age 13 onwards may have capacity to consent in some situations. Where they are deemed not to have capacity, then someone with parental responsibility must consent. If the child is capable and gives consent, this may override the parent's wish not to give consent.
- Adults at risk due to safeguarding concerns must be deemed capable of giving or withholding consent to share information about them. In this case 'mental capacity' is defined in terms of the Mental Capacity Act 2005 Code of Practice (Office of the Public Guardian 2007). It is rare that this will apply in the context of the setting.

Ways in which consent to share information can occur

- Policies and procedures set out the responsibility of the setting regarding gaining consent to share information, and when it may not be sought or overridden.
- Information in leaflets to parents, or other leaflets about the provision, including privacy notices.
- Consent forms signed at registration (for example to apply sun cream).
- Notes on confidentiality included on every form the parent signs.
- Parent signatures on forms giving consent to share information about additional needs, or to pass on child development summaries to the next provider/school.

Further guidance

Working Together to Safeguard Children (DfE 2018)

www.gov.uk/government/publications/working-together-to-safeguard-children--2

Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (HMG 2018)

www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

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What to do if you're Worried a Child is Being Abused (HMG 2015)

www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

Mental Capacity Act 2005 Code of Practice (Office of the Public Guardian 2007)

www.gov.uk/government/publications/mental-capacity-act-code-of-practice

Client access to records

Check with the Alliance

Law Call- 01455 255 205

Membership Number-107946

Under the General Data Protection Regulations there are additional rights granted to data subjects which must be protected by the setting.

The parent is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that the setting has compiled on them.

- If a parent wishes to see the file, a written request is made, which the setting acknowledges in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
- Information must be provided within 30 days of receipt of request. If the request for information is not clear, the manager must receive legal guidance, for instance, from Law-Call for members of the Alliance-01 455 255 205 Membership-107946
- In some instances, it may be necessary to allow extra time in excess to the 30 days to respond to the request. An explanation must be given to the parent where this is the case. The maximum extension time is 2 months.
- A fee may be charged to the parent for additional requests for the same material, or any requests that will incur excessive administration costs.
- The setting manager informs their line manager and legal advice is sought.
- The setting manager goes through the file with their line manager and ensures all documents are filed correctly, entries are in date order and that there are no missing pages. They note any information, entry or correspondence or other document which mentions a third party. The setting manager should always ensure that recording is of good quality, accurate, fair, balanced and proportionate and should have quality assurance processes in place to ensure that files are checked for quality regularly and that any issues are addressed promptly.

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- Each of those individuals are written to explaining that the subject of the file has requested sight of the file which contains a reference to them, stating what this is.
- They are asked to reply in writing to the setting manager giving or refusing consent for disclosure of that material.
- Copies of these letters and their replies are kept on the child's file.
- Agencies will normally refuse consent to share information, and the parent should be redirected to those agencies for a request to see their file held by that agency.
- Entries where you have contacted another agency may remain, for example, a request for permission from social care to leave in an entry where the parent was already party to that information.
- Each family member noted on the file is a third party, so where there are separate entries pertaining to each parent, step-parent, grandparent etc, each of those have to be written to regarding third party consent.
- Members of staff should also be written to, but the setting reserves the right under the legislation to override a refusal for consent, or just delete the name and not the information.
 - If the member of staff has provided information that could be considered 'sensitive', and the staff member may be in danger if that information is disclosed, then the refusal may be granted.
 - If that information is the basis of a police investigation, then refusal should also be granted.
 - If the information is not sensitive, then it is not in the setting's interest to withhold that information from a parent. It is a requirement of the job that if a member of staff has a concern about a child and this is recorded; the parents are told this at the start and in most cases, concerns that have been recorded will have been discussed already, so there should be no surprises.
 - The member of staff's name can be removed from an entry, but the parent may recognise the writing or otherwise identify who had provided that information. In the interest of openness and transparency, the setting manager may consider overriding the refusal for consent.
 - In each case this should be discussed with members of staff and decisions recorded.

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- When the consent/refusals have been received, the setting manager takes a photocopy of the whole file. On the copy file the document not to be disclosed is removed (e.g. a case conference report) or notes pertaining to that individual in the contact pages blanked out using a thick marker pen.
- The copy file is then checked by the line manager and legal advisors verify that the file has been prepared appropriately, for instance, in certain circumstances redaction may be appropriate, for instance if a child may be damaged by their data being seen by their parent/carer, e.g. if they have disclosed abuse. This must be clarified with the legal adviser.
- The 'cleaned' copy is then photocopied again and collated for the parent to see.
- The setting manager informs the parent that the file is now ready and invites him/her to make an appointment to view it.
- The setting manager and their line manager meet with the parent to go through the file, explaining the process as well as what the content records about the child and the work that has been done. Only the persons with parental responsibility can attend that meeting, or the parent's legal representative or interpreter.
- The parent may take a copy of the prepared file away, but it is never handed over without discussion.
- It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. If recording procedures and guidelines have been followed, the material should reflect an accurate and non-judgemental account of the work done with the family.
- If a parent feels aggrieved about any entry in the file, or the resulting outcome, then the parent should be referred to section 10.2 Complaints procedure for parents and service users.
- The law requires that information held must be accurate, and if a parent says the information held is inaccurate then the parent has a right to request it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent, the setting retains the right not to change the entry but can record the parent's view. In most cases, a parent would have had the opportunity at the time to state their side of the matter, and this should have been recorded there and then.
- If there are any controversial aspects of the content of a client's file, legal advice must be sought. This might be where there is a court case between parents or where social care

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

- A setting should never 'under-record' for fear of the parent seeing, nor should they make 'personal notes' elsewhere.

Further guidance

Early Years Alliance 01 455 255 205-Membership 107946

The Information Commissioner's Office www.ico.gov.uk/ or helpline 0303 123 1113.

(General Data Protection Regulation – from 25.5.201)

<https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/>

Transfer of records

Records about a child's development and learning in the EYFS are made by the setting; to enable smooth transitions, appropriate information is shared with the receiving setting or school at transfer. Confidential records are passed on securely where there have been concerns, as appropriate.

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

- It is the designated person's responsibility to ensure that records are transferred and closed in accordance with the archiving procedures, set out below.
- If the Cumbria Safeguarding Children Partners (CSCP) retention requirements are different to the setting, the designated person will liaise with their line manager, and seek legal advice if necessary. cscp@cumbria.gov.uk

Development and learning records

- The key person prepares a summary of achievements in the prime and specific areas of learning and development
- This record refers to any additional languages spoken by the child and their progress in all languages.
- The record also refers to any additional needs that have been identified or addressed by the setting and any action plans.

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The record also refers to any special needs or disability and whether early help referrals, or child in need referrals or child protection referrals, were raised in respect of special educational needs or disability, whether there is an Action Plan (or other relevant plan, such as CIN or CP, or early help) and gives the name of the lead professional.

- The summary shared with schools should also include whether the child is in receipt of, or eligible for EYPP or other additional funding.
- The record contains a summary by the key person and a summary of the parents' view of the child.
- The document may be accompanied by other evidence such as photos or drawings that the child has made.
- The setting will use the local authority's assessment summary format or transition record, where these were provided.
- Whichever format of assessment summary is used, it should be completed and shared with the parent prior to transfer.

Transfer of confidential safeguarding and child protection information

- The receiving school/setting will need a record of child protection concerns raised in the setting and what was done about them. The responsibility for transfer of records lies with the originating setting, not on the receiving setting/school to make contact and request them.
- To safeguard children effectively, the receiving setting must be made aware of any current child protection concerns, preferably by telephone, prior to the transfer of written records.
- Parents should be reminded that sensitive information about their child is passed onto receiving settings where there have been safeguarding concerns and should be asked to agree to this prior to the information being shared. Settings are obliged to share data linked to "child abuse" which is defined as physical injury (non-accidental) physical and emotional neglect, ill treatment and abuse.
- Parents/carers should be asked to agree to this, however, where safeguarding concerns have reached the level of a referral being made to local children's social work services (either due to concerns that a child may be at risk of significant harm or that a child may be in need under Section 17 of the Children Act,) if consent is withheld the information will most likely need to be shared anyway. It is important that any decisions made to share or not share with or without consent are fully recorded.
- For any safeguarding or welfare concerns that resulted in an early help referral being made, and if consent to share is withheld, legal advice is sought prior to sharing.

If the level of a safeguarding concern has not been such that a referral was made for early help, or to children's social work services or police, the likelihood is that any concerns were at a very

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low level and if they did not meet the threshold for early help, they are unlikely to need to be shared as child abuse data with a receiving setting, however, the designated person should make decisions on a case by case basis, seeking legal advice is necessary.

- The designated person should check the quality of information to be transferred prior to transfer, ensuring that any information to be shared is accurate, relevant, balanced and proportionate. Parents can request that any factual inaccuracies are amended prior to transfer.
- If a parent wants to see the exact content of the safeguarding information to be transferred, they should go through the subject access request process. It is important that a child or other person is not put at risk through information being shared.
- If no referrals have been made for early help or to children's social work services and police, there should not normally be any significant information which is unknown to a parent being shared with the receiving school or setting.
- If a parent has objections or reservations about safeguarding information being transferred to the new setting, or if it is unclear what information should be included, the designated person will seek legal advice.
- In the event that CSCP requirements are different to the setting's this must be explained to the parent, and recorded on form 6.4d, and a record of the discussion should be signed by parents to indicate that they understand how the information will be shared, in what circumstances, and who by.
- Prior to sharing the information with the receiving setting the designated person should check CSCP retention procedures and if it becomes apparent that the LSP procedures are materially different to setting's procedures this is brought to the attention of the designated person's line manager, who will agree how to proceed.
- If a child protection plan or child in need plan is in place 06.1a Child welfare and protection summary is also photocopied and a copy is given to the receiving setting or school, along with the date of the last professional meeting or case conference.
- If a S47 investigation has been undertaken by the local authority a copy of the child welfare and protection concern summary form is given to the receiving setting/school.
- Where a CAF/early help assessment has been raised in respect of welfare concerns, the name and contact details of the lead professional are passed on to the receiving setting or school. If the setting has a copy of a current plan in place due to early help services being accessed, a copy of this should be given to the receiving setting, with parental consent.
- 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/school, regardless of the outcome of the investigation.

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- Where a child has been previously or is currently subject to a child protection plan, or a child in need plan, the name and contact details of the child's social worker will be passed onto the receiving setting/school, along with the dates that the relevant plan was in place for.
- This information is posted (by 'signed for' delivery) or taken to the school/setting, addressed to the setting's or school's designated person for child protection and marked confidential. Electronic records must only be transferred by a secure electronic transfer mechanism, or after the information has been encrypted.
- Parent/carers should be made aware what information will be passed onto another setting via 07.1a Privacy notice.
- Copies of the last relevant initial child protection conference/review, as well as the last core group or child in need minutes can be given to the setting/school.
- The setting manager must review and update 06.1a Child welfare and protection summary, checking for accuracy, proportionality, and relevance, before this is copied and sent to the setting/school.
- The setting manager ensures the remaining file is archived in line with the procedures set out below.

No other documentation from the child's personal file is passed to the receiving setting or school. The setting keeps a copy of any safeguarding records in line with required retention periods.

Archiving children's files

- Paper documents are removed from the child's file, taken out of plastic pockets and placed in a robust envelope, with the child's name and date of birth on the front and the date they left.
- The designated person writes clearly on the front of the envelope the length of time the file should be kept before destruction.

This is sealed and placed in an archive box and stored in a safe place i.e. a locked cabinet for three years or until the next Ofsted inspection conducted after the child has left the setting, and can then be destroyed.

For web-based or electronic children's files, the designated person must also use the archiving procedure, and records details of what needs to be retained/destroyed. The designated person must make arrangements to ensure that electronic files are deleted/retained as required in accordance with the required retention periods in the same way as paper based files.

- Health and safety records and some accident records pertaining to a child are stored in line with required retention periods.

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Staff, volunteers and students policy

Alongside associated procedures in 08.1-08.3 Staff, volunteers and students, this policy was adopted by *West Newton Pre-school-September 2021*

Aim

Staff are deployed to meet the care and learning needs of children and ensure their safety and well-being. There are effective systems in place to ensure that adults looking after children are suitable to do so.

Employee's Code of Conduct

The Code of Conduct forms part of an employee's contract. Failure to comply with the associated Westnewton Pre-School policies may result in disciplinary action being taken and Westnewton Pre-School reserves the right to take legal action against employees where breaches of the Code warrant such action.

- Staff should remember that the welfare of the child should always come first.
- Staff should provide an example of good conduct that you wish others to follow.
- Staff should not raise their voices in front of children.
- Staff should only restrain children for their own safety or the safety of others.
- Adults and children have a responsibility to treat each other with dignity and respect.
- Staff should be able to tune into the children's physical, verbal and gesture/sign language, to understand and interpret what is being expressed.
- Diversity is a tremendous asset at Westnewton Pre-School and we are committed to providing equality of opportunity and will not tolerate any illegal discrimination or harassment based on race, colour, religion, sex, national origin or any other class.
- We encourage all staff to challenge any behaviour (staff, parent, child) that goes against this ethos
- Ensure that your behaviour at work or outside does not cause embarrassment to Westnewton Pre-School or reflect negatively on Westnewton Pre-School in a way that would bring its reputation into disrepute or cause a loss of public confidence. This includes through the use of social networking sites.
- Staff must adhere to Westnewton Pre-School's Safeguarding Policy, First aid Policy and Administering Medicines Policy. Non-compliance will be viewed as Gross Misconduct.
- Staff should be clear about the purpose of any activity, which involves photography or video of children. Staff must not take, display or distribute images of children, unless they have consent to do so.
- Staff must report any behaviour by colleagues that raises concerns, by following Westnewton Pre-School's Whistle Blowing Policy. Staff must take responsibility for

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recording and reporting any incident, which may result in being misinterpreted and/or an allegation being made.

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Objectives

- All staff and volunteers who work more than occasionally with the children have enhanced DBS disclosure checks.
- All staff and volunteers working with children have appropriate training, skills, and knowledge.
- All staff, students and volunteers are deployed in accordance with the procedures.
- There is a complaints procedure and staff, and volunteers know how to complain and who they complain to.
- Ofsted are notified of staff changes or changes to the setting's name or address.
- Parents are involved with their children's learning and their views are considered.

Legal references

Protection of Children Act 1999

Safeguarding Vulnerable Groups Act 2006

Childcare Act 2006

Further guidance

Recruiting Early Years Staff (Pre-school Learning Alliance 2016)

People Management in the Early Years (Pre-school Learning Alliance

Staff deployment

Members of staff are deployed to meet the care and learning needs of children and to ensure their safety and well-being at all times.

- Two members of staff are on the premises before children are admitted in the morning and the end of the day; one of which should be the manager or deputy.
- Only those staff aged 17 or over are included in ratios. Staff working as apprentices (aged 16 or over) may be included in the ratios if the setting manager is satisfied that they are competent and responsible.
- At least one Paediatric First Aider must be on site at all times when children are present

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- The setting manager deploys staff to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of staff and always within sight *or* hearing of staff at all times.
- All staff are deployed according to the needs of the setting and the children attending.
- In open plan provision, staff are positioned in areas of the room and outdoors to supervise children and to support their learning.
- Staff are responsible for ensuring that equipment in their area is used appropriately and that the area is tidy at the end of the session.
- Staff plan their focus on activities
- Staff inform colleagues if they have to leave the room for any reason.
- There are generally two members of staff outside in the garden when it is being used, one of whom supervises climbing equipment that has been put out.
- The setting manager may direct other members of staff to join those outside, if the numbers of children warrant additional staff.
- Staff focus their attention on the children at all times whilst having a wider awareness of what is happening around them.
- Staff do not spend working time in social conversation with colleagues.
- Staff allow time for colleagues to engage in 'sustained shared interaction' with children and do not interrupt activities led by colleagues.
- Sufficient staff are available at story times to engage children.
- Key persons spend time with key groups daily; these times are not for focussed activities but for promoting shared times and friendship.

Staff children

- Where members of staff have their own children with them at the setting, the age of the child must fall within the stipulated ages of the setting's Ofsted registration.
- Where members of staff are likely to be working directly with their own children, this is subject to discussion before commencement with the setting manager ..
- Where it is agreed that a member of staff's child attends the setting, it is subject to the following:
 - the child is treated by the parent and all staff as any other child would be
 - the child will not be in the parent's key group of children

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- the key person and parent will work towards helping the child to make a comfortable separation from the parent to allow the parent to fully undertake their role as a staff member of the setting
- the key person will take responsibility for the child's needs throughout the day, unless the child is sick or severely distressed
- time and space are made for the parent to breastfeed during the day, if that is their chosen method of feeding
- the situation is reviewed as required, to ensure that the needs of the child are being met, and that the parent is able to fulfil his/her role as a member of staff

If it is the setting manager's child, then their line manager ensures the criteria above is met.

Deployment of volunteers and parent helpers

Volunteers and parent helpers are always under the supervision of a permanent member of staff. They are not included in staff ratios, or as the two members of staff needed on the premises before children are admitted in the morning or at the end of the day. (This can be removed *for sessional pre-schools, who operate with 2 or 3 members of staff where the volunteer helper enables the session to run, while the play leader in charge finds cover staff.*)

- The setting manager ensures that volunteers and parent helpers are deployed to assist permanent staff.
- Volunteers and parent helpers assist staff in ensuring that the equipment in their designated area is used appropriately and that it is left tidy at the end of the session.
- Volunteers and parent helpers give additional support for busy areas or to track or observe children.
- Volunteers and parent helpers inform colleagues where they are going if they leave the room at any time.
- Volunteers and parent helpers do not have unsupervised access to children; they do not take them into a separate room for an activity or toileting and do not take them off premises.
- Volunteers and parent helpers are deployed in addition to two members of staff in the garden/outdoor area when in use.
- The setting manager can direct volunteers and parent helpers to join those outside if the numbers of children warrant additional numbers of staff available.

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- Volunteers and parent helpers focus their attention to children at all times.
- Volunteers and parent helpers do not spend time in social conversation with colleagues while they are with children.
- Volunteers and parent helpers allow time for colleagues to engage in 'sustained shared interaction' with children and do not interrupt activities led by colleagues.
- Sufficient volunteers and parent helpers are available to support staff at story times.

Student placement

Qualifications and training make an important contribution to the quality of care and education. As part of our commitment, we may offer placements to students undertaking relevant qualifications/training. We aim to provide students experiences that will contribute to the successful completion of their studies and provide examples of quality practice in early years care and education.

- The setting manager ensures that students meet the 'suitable person' requirements.
- The setting manager discusses the aim of the placement with the student's tutor prior to the placement commencing. The expectations of both parties are agreed at this point.
- The good character of students under 17 years old is vouched for by the establishment that places them, the setting manager must be satisfied that all relevant checks have been made.
- Students do not have unsupervised access to children.
- Students and apprentices who are undertaking L3 or above may be counted in ratios if the setting manager is convinced that they are suitably experienced.
- Employed trainee staff over the age of 17 may be included in staffing ratios if deemed competent.
- Staff working as apprentices (aged 16 or over) may be included in staffing ratios if deemed competent.
- Public liability and employer's liability insurance is in place that covers students and voluntary helpers.
- Students are aware of confidentiality.
- Student induction includes how the setting and sessions are managed, and policies and procedures, in particular safeguarding, confidentiality and health and safety.

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- Appropriate members of staff co-operate with students' tutors to assist them in fulfilling the requirements of their course of study.
- The setting communicates a positive message to students about the value of qualifications and training.
- The needs of the children and their families remain paramount at all times and students are only admitted in numbers that do not hinder the work of the setting.
- The setting manager ensures that students and trainees on placement are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.
-

Childcare practice policy

Alongside associated procedures in 09.1-09.15 Childcare practice, this policy was adopted by *West Newton Pre-school-September 2021*

Childcare choices information <https://www.childcarechoices.gov.uk/>

Aim

Children are safe, happy, and eager to participate and to learn.

Objectives

- Young children need to form a secure attachment to their key person when they join the setting to feel safe, happy and eager to participate and learn. It is their *entitlement* to be settled comfortably into a new environment.
- The needs of part-time children are considered.
- There is a procedure for when children do not settle and for prolonged absences.
- Introductions and induction of the parent is carried out before children start.
- *Prime times* of the day make the very best of routine opportunities to promote 'tuning-in' to the child emotionally and create opportunities for learning. We actively promote British values, inclusion, equality of opportunity and the valuing of diversity.
- We operate a positive behaviour management approach. Behaviour management procedures cover how staff should respond to all aspects of behaviour, including children who exhibit challenging behaviour towards other children. These procedures build on the Early Years Alliance's approach to learning based on three key statements.

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1. Learning is a lifelong process, which enables children and adults to contribute to and shape their world.
2. We want the curriculum we provide to help children to learn to:
 - be confident and independent
 - be aware of and responsive to their feelings
 - make caring and thoughtful relationships with other people
 - become increasingly excited by, interested in, and knowledgeable and questioning about the world around them.
3. We provide a wide range of interesting child-chosen and adult-initiated activities which:
 - give children opportunities to use all their senses
 - help children of different ages and stages to play together
 - help children be the directors of their own learning
 - help children develop an inquiring and questioning attitude to the world around them

Children (2-5 years)

- To feel securely settled and ready to learn, children from two to five years need to form attachments with adults who care for them, primarily to a key person, but with other adults and children too. In this way children feel part of a community of learners; they can contribute to that community and receive from it. The three-stage model is applicable, but with some differences in the procedures for children moving up into the next group and for older children.

Waiting list and admissions

Our provision is accessible to children and families from all sections of the local and wider community. We aim to ensure that all sections of the community receive accessible information and that our admissions procedures are fair, clear, and open to all parents who apply for places. The availability of a place at the setting considers staff/child ratios, the age of the child and registration requirements.

- We endeavour to operate in an inclusive manner which enables all children and families to access our services.
- We also have regard for the needs of parents who are:
 - looking to take up work, remain in work or extend their hours of work
 - looking to commence training or education

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- We work in partnership with the local authority and other agencies to ensure that our provision is accessible to all sections of the community.
- Services are widely advertised and information is accessible to all sections of the community.
- Where the number of children wanting places exceeds the number of places available a waiting list is operated using clear criteria for allocation of places as detailed in section 09.1 Waiting list and admissions procedure.

Funded places – free entitlement

All 3- and 4-year-olds in England are entitled to 15 hours free childcare each week for 38 weeks of the year. Some eligible 2 year olds are also entitled. Funded places are offered in accordance with national and local codes of practice and adherence to the relevant Provider Agreement/Contract with the local authority.

Legal References

Special Educational Needs and Disability Act 2001

Special Educational Needs and Disability Code of Practice (DfE and DHSC 2014)

SEND Information Advice and Support poster displayed (previously known as Parent Partnership)

<https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/parentpartnership/contact.asp>

Equality Act 2010

Childcare Act 2006

Waiting list and admissions

We aim to ensure that all sections of the community receive accessible information, and that our admissions procedures are fair, clear and open to all parents who apply for a place.

- The setting is widely advertised in places accessible to all sections of the community.
- Information about the setting is accessible, using plain English, in written and spoken form and, where appropriate, provided in different community languages and in other formats on request.

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- Children with disabilities are supported to take full part in all activities within the setting and the setting makes reasonable adjustments to ensure that this will be the case from the time the child is placed on the waiting list.
- The waiting list is arranged in birth order and in addition may take into account the following:
 - the age of the child with priority being given to children eligible for the free entitlement
 - length of time on the waiting list
 - the vicinity of the home to the setting
 - siblings already attending the setting
 - the capacity of the setting to meet the individual needs of the child
- Funded places are offered in accordance with the Early Years Entitlements: Operational Guidance for local authorities and providers (DfE 2018) and any local conditions in place at the time,
- Where it is financially viable to do so, a place is kept vacant for an emergency admission.
- The setting and its practices are welcoming and make it clear that fathers, mothers, other relations and carers and childminders are all welcome.
- The setting and its practices operate in a way that encourages positive regard for and understanding of difference and ability, whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.
- The needs and individual circumstances of children joining the setting are monitored on 09.1c Childcare registration form, to ensure that no accidental or unintentional discrimination is taking place and that reasonable adjustments are made as required.
- Section 05 Equality procedures is shared and widely promoted to all.
- Places are provided in accordance with 09.1d Childcare terms and conditions issued to every parent when the child takes up their place. Failure to comply may result in the provision of a place being withdrawn.

- Children Family Information Service (CFIS) contact details?
<https://www.cumbria.gov.uk/childrenservices/childrenandfamilies/cfis/leafletsandnews.asp>
- Funded 2,3 and 4-year-old Childcare choices information <https://www.childcarechoices.gov.uk/>

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Admissions

- Once a childcare place has been offered the relevant paperwork is completed by the setting manager or deputy before the child starts and filed on the child's personal file. Forms completed include:
 - 07.1a Privacy notice - explains what personal data we collect, why we collect it, how we use it, the control parent/carers have over their personal data and the procedures we have in place to protect it.
 - 09.1d Childcare terms and conditions - govern the basis by which we provide childcare.
 - 09.1c Childcare registration form - contains personal information about the child and family that must be completed in full prior to the child commencing.

Children with SEND

SEND Information Advice and Support poster displayed (previously known as Parent Partnership)

<https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/parentpartnership/contact.asp>

- The manager must seek to determine an accurate assessment of a child's needs at registration. If the child's needs cannot be met from within the setting's core budget, then an application for SEN inclusion funding must be made immediately.
- Children with identified SEND must be offered a place when one becomes available as with any other child. However, the start date for children with more complex SEND will be determined by the preparations made to ensure the child's safety, well-being and accessibility in the setting. If a child's needs determine that adjustments need to be made, the manager must outline a realistic timeframe for completion, detailing the nature of adjustments e.g. risk assessment, staff training, health care plan and all other adjustments required. The child's safety at all times is paramount.
- At the time of registration, the manager must check to see if a child's family is in receipt of Disability Living Allowance, if so, the manager must ask for evidence to enable them to claim the Disability Access Fund directly from the local authority. If the family is eligible but not in receipt of the allowance, the setting manager will support the family in their application. More information can be found at www.gov.uk/disability-living-allowance-children/how-to-claim.

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- Preparation for admitting a child with SEND must be made in a reasonable amount of time and any delay in the child starting is scrutinised by the setting manager to avoid discrimination and negative impact on the child and family. During a preparation period the family and relevant agencies and the local authority must be regularly updated on the progress of the preparations.

Safeguarding/child protection

If information is provided by the parents that a child who is starting at the setting is currently, or has had involvement with social care, the designated person will contact the agency to seek further clarification.

Parents are advised on how to access the setting's policies and procedures.

Further guidance

Early Years Entitlements: Operational guidance for local authorities and providers (DfE 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/718181/Early_years_entitlements-operational_guidance.pdf

Contact a Family helpline@cafamily.org.uk T:0808 808 3535

Toileting Eric's Guide to Potty Training @ eric.org.uk

Education and Care at Westnewton Pre-school

Welcome to Westnewton Pre-school and thank you for registering your child with us.

We know how important your child is and aim to deliver the highest quality of care and education to help them to achieve their best.

This document aims to provide you with an introduction to Westnewton Pre-school, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs. This should be read alongside our Childcare Terms and Conditions for a full description of our services.

Our setting aims to:

- provide Outstanding care and education for children
- work in partnership with parents to help children to learn and develop

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- add to the life and well-being of the local community
- offer children and their parents a service that promotes equality and values diversity

Parents

You are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected
- kept informed
- consulted
- involved
- included at all levels

Children's development and learning

We aim to ensure that each child:

- is in a safe and stimulating environment
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer helpers
- has the chance to join in with other children and adults to live, play, work and learn together
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do
- has a personal key person who makes sure each child makes satisfying progress
- is in a setting that sees parents as partners in helping each child to learn and develop
- is in a setting in which parents help to shape the service it offers

The Early Years Foundation Stage

Provision for the development and learning of children from birth to five years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2021):

- *A Unique Child*

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Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

- *Positive Relationships*

Children learn to be strong and independent through positive relationships.

- *Enabling Environments*

Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners, parents and/or carers.

- *Learning and Development*

- Children develop and learn at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities (SEND).

How we provide for learning and development

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Learning and Development comprise:

- *Prime Areas*
 - Personal, social and emotional development.
 - Physical development.
 - Communication and language.
- *Specific Areas*
 - Literacy.
 - Mathematics.
 - Understanding the world.
 - Expressive arts and design.

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For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education. We refer to non-statutory curriculum guidance to support our professional judgment as we assess each child's progress and level of development as they progress towards the Early Learning Goals. We have regard to these when we assess children and plan for their learning by creating a curriculum that is ambitious and meets every child's needs. Our educational programmes support children to develop the knowledge, skills and understanding they need for:

Personal, social and emotional development

- self-regulation
- managing self
- building relationships

Physical development

- gross motor skills
- fine motor skills

Communication and language

- listening, attention and understanding
- speaking

Literacy

- comprehension
- word reading
- writing

Mathematics

- number
- numerical patterns

Understanding the world

- past and present
- people, culture and communities

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- the natural world

Expressive arts and design

- creating with materials
- being imaginative and expressive

Our approach to learning and development and assessment

Learning through play

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS statutory education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by practitioners.

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- playing and exploring - engagement
- active learning - motivation
- creating and thinking critically - thinking

We aim to provide for the characteristics of effective learning by observing how a child engages with learning and being clear about what we can do and provide to support each child to remain an effective and motivated learner.

Assessment

We assess how young children are learning and developing by observing them. We use information that we gain from observations of the children, to understand their progress and where this may be leading them. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We] may make periodic assessment summaries of children's achievement based on our ongoing observations. These help us to build a picture of a child's progress during their time with us and form part of children's records of achievement/learning journeys. We undertake these assessment

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summaries at regular intervals, as well as at times of transition, such as when a child moves into a different group or when they go on to school.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child's development in the three prime areas of learning and development - personal, social and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months. Your child's key person is responsible for completing the check using information from on-going observations carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Records of achievement/learning journeys

We keep a record of achievement/On-line Tapestry learning journey for each child with your help to make an effective holistic record of the unique child's learning and development. Your child's record of achievement/learning journey helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work in partnership with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's progress.

Together, we will then decide on how to further support your child's learning and development.

Working together for your children

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We also have volunteer parent helpers, where possible, to complement these ratios.

This helps us to:

- give time and attention to each child
- talk with the children about their interests and activities
- help children to experience and benefit from the activities we provide
- allow the children to explore and be adventurous in safety

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The staff who work at our setting are:

Name	Job Title	Experience and Qualifications
Mrs. S. Shardlow	Pre-school Leader Special Education Needs Co-ordinator SENCO Behaviour management Co-ordinator Looked After Children Co-ordinator	Level 3 Early Years Care and Education Level 5 Management
Miss L. Shardlow	Pre-school Deputy Special Education Needs Deputy SENCO Deputy Designated Safeguarding Lead GDPR Officer Account Clerk Technology Support Mini Fence Teacher	Level 3 Early Years Educator Level 5 Teaching and Management EYLP Level 7 Early Years Teacher Status EYTS British Fencing Coach
Miss T. Turner	Pre-school Practitioner	Level 3 Early Years Educator

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We are open in the setting on:

Monday/Tuesday/Wednesday/Thursday in the setting. 8:45am till 3:15pm

Friday morning at Beach school or Church school. 9am till 1pm

We provide care and education for young children between the ages of:

24 months until school entry

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All our staff see themselves as partners with parents in providing care and education for their children.

There are many ways in which parents take part in making our setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our staff
- contributing to the progress check at age two
- sharing their own special interests with the children
- being part of the management of the setting, where appropriate
- taking part in events and informal discussions about the activities and curriculum provided by the setting
- joining in community activities, in which the setting takes part
- building friendships with other parents in the setting
- Take part in the parents What's App group

Key person and your child

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare that we provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from our activities. The Key person changes the child's nappies to foster a circle of security of care. Parents provide nappies, wipes and nappy cream as appropriate. Moving on the key person works with parents when they decide on potty training-lots of spare labelled clothes needed at this

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development stage. Always expect some regression in nursery as the child becomes engrossed in their play becoming unaware of the signs. This is an expected stage and perseverance enables the child to master these prompts and succeed.

When the child moves on to their Pre-reception year the Teacher becomes their key person, but the nursery key person is still there to support them as needed. From this the child becomes aware of the progression through the school easing transition into which ever school they go to next. The setting works with local school to provide a successful transition into the reception class.

Learning opportunities for adults

As well as gaining childcare qualifications, our staff take part in further training to help them to keep up-to date with thinking about early years care and education. We also keep up-to date with best practice, as a member of Early Education and the Early Years Alliance, through *Under 5* magazine and other publications produced by the Alliance. The current copy of *Under 5* is available for you to read. Occasionally, we hold learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

The setting's timetable and routines

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in our setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting
- ensure the safety of each child
- help children to gain from the social experience of being part of a group
- provide children with opportunities to learn and help them to value learning

The session

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Outdoor activities contribute to all areas of learning and development, including their health and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom(s).

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Westnewton Pre-school offers various types of care: sessional, half day until 12.00 and noon until 3/3.15 pm during school term time on Tuesday/Wednesday and Thursday in the setting. Tarn school on Monday-9am-3pm. Beach school 9am-1pm on Fridays.

Snacks and meals

We make snacks and meals a social time at which children and adults eat together. We plan the menus for snacks and meals so that they provide the children with healthy and nutritious food. Please tell us about your child's dietary needs, particularly any known allergies or food intolerance and we will plan accordingly.

Clothing

We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. We teach the Montessori ethos of putting on coats, guiding children to do this themselves, modelling how to put Velcro shoes on and then letting the child have a go until they master the skill. Clothing that is easy for them to manage will help them to do this, zip hoodies teach children skills and fosters fine motor development for pre-writing skills.

Parents provide outdoor clothing, Velcro fastening trainers/shoes and wellingtons as well as spare clothing, towels and sun cream for out-door learning (LIDL has the best waterproof clothing when available).

Policies

Our staff can explain our policies and procedures to you. Copies of which are available www.westnewtonpre-school.com

Our policies help us to make sure that the service we provide is of high quality and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

Our staff and parents work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling our setting to provide a quality service for its members and the local community.

Information we hold about you and your child

We have procedures in place for the recording and sharing of information [data] about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

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The data is we collect is:

1. processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]
2. collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes
3. adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed
4. accurate and, where necessary, kept up-to-date
5. kept in a form that permits identification of data subjects [you and your family] for no longer than is necessary for the purposes for which the personal data is processed
6. processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures

When you register your child with us, we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure that people looking after children are suitable to fulfil the requirements of their role and help to protect children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures that we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

Special educational needs

To make sure that our provision meets the needs of each individual child, we take account of any special educational needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

Our Special Educational Needs Co-ordinator is

Mrs. Shardlow

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The management of our setting

Our setting is a charity and as such is managed by a volunteer management committee - whose members are elected by the parents of the children who attend our setting. The elections take place at our Annual General Meeting. The committee make up the registered person with Ofsted and are responsible for:

- managing our finances

- employing and managing our staff
- making sure that we have, and work to, policies that help us to provide a high-quality service
- making sure that we work in partnership with parents

The Annual General Meeting is open to the parents of all the children who attend our setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

The setting is a charity and a company limited by guarantee and run by the committee directors.

The committee is made up of present and past parents/grandparents/carers/ staff of the children who attend the setting. We share with this group, some of the tasks involved in managing the setting.

Fees

The fees are £7.20per hour payable monthly in arrears. Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of time, talk to Mrs. Scott who is the Chair of our management committee or Mrs. Shardlow the Pre-school Leader.

For your child to keep her/his place at our setting, you must pay the fees. We are in receipt of nursery education funding for two-, three- and four-year-olds; where funding is not received, then fees apply. **Starting at our setting**

The first school years

We want your child to feel happy and safe with us. To make sure that this is the case, our staff will work with you to decide on how to help your child to settle into the setting.

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We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. Our staff are always ready and willing to talk with you about your ideas, views or to respond to any questions.

www.westnewtonpschool.com

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Application to join Westnewton Pre-school

Personal details

First name(s) of child:

Surname of child:

Date of birth:

Full address:

Postcode:

Parent/carer name (1):

Relationship to child:

Full address (if different):

Postcode:

Daytime/work tel:

Home:

Mobile:

Parent/carer name (2):

Relationship to child:

Full address (if different):

Postcode:

Daytime/work tel:

Home:

Mobile:

Session request

Preferred start date:

Please circle the sessions you would like your child to attend-Monday/Friday, please send packed lunches for outside learning venues:

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Morning	Monday	Tuesday	Wednesday	Thursday	Friday
Nursery Lunch	Monday	Tuesday	Wednesday	Thursday	
Early afternoon	Monday	Tuesday	Wednesday	Thursday	

This application places your child on our waiting list. We will contact you as soon as a suitable place becomes available.

Please note that completion of this form does not guarantee a place for your child,

Once your child is offered a place and you accept it, on admission further personal information and family details are required for our records. Your child's birth certificate is required at this point with a copy made for our file.

If you find that you no longer need the place, please inform us as soon as possible. Should you decide you no longer need the place we will not retain the details on this application form (see our Privacy Notice).

Signed parent/carer (1):

Date:

Signed parent/carer (2):

Date:

Please be advised that this application form and offer of a place is subject to our terms and conditions provided to you. By signing this document, you acknowledge that you have read, understood and agree to these terms and conditions.

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Childcare terms and conditions Westnewton Pre-school Terms and Conditions

This document and the terms and conditions within it govern the basis on which Westnewton Pre-school referred to here as 'we' agree to provide childcare services to parent(s)/guardian(s) (referred to as 'you').

Only a parent/guardian with parental responsibility for a child can register that child for a childcare place with us. We will ask to see your child's birth certificate, or other relevant documentation, to confirm that you have parental responsibility for the child as part of our registration process.

Our details:

Westnewton Pre-school

Company number

08044201

Company number

08044201

Westnewton Pre-school

St. Matthew's School,

Westnewton, Wigton.

CA7 3NT

Telephone: 077 497 763 341

Email: westnewtonpschool@btinternet.com

Ofsted URN: EY44 90 66

Insured by: Early Years Alliance Insurance policy
number:

Your details:

Full name of
parent/guardian (1)

Address

Email

Telephone

Full name of
parent/guardian (2)

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Address

Email

Telephone

Full name of
child

Date of
birth

Our offer for a childcare place for your child:

Expected start date of
child's place

Settling in
period

Agreed hours:

	Monday	Tuesday	Wednesday	Thursday	Friday
Agreed times of attendance					
Total daily hours					

Offered over 38 weeks per year.

[Term/holiday] dates:

Will the child receive nursery
education funding

Yes No

Details of any other funding provided by other third parties (e.g. employers childcare vouchers)

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Childcare terms and conditions

The following terms and conditions govern the basis on which we agree to provide childcare services to you.

1.0 Our obligation to you

- 1.1 We will inform you as soon as we know whether your application has been successful. You are required to confirm that you still wish to take up a place within one week of receiving notification from us. If you fail to notify us then the offer of a place may be withdrawn. Once you confirm a fee-paying place a deposit payment is required to hold the place for your child. The monetary value of the deposit is published as part of the setting's schedule of fees. This is available on request. The deposit is refunded on payment of the final invoice at the end of your child's attendance at the setting. Please note your child's deposit will be taken on completion of the application form. If you fail to take up a place, an administration fee will be charged.
- 1.2 We provide agreed childcare facilities for your child during the official opening hours. If we change the opening hours, we will give parents as much notice as possible, and, if necessary, will work with you to agree a change to your child's hours of attendance.
- 1.3 We will try to accommodate any requests you may make for additional sessions and/or extended hours of childcare.
- 1.4 We will notify parents as early as possible when the setting will be closed.
- 1.5 We will provide you with regular updates about your child's progress.
- 1.6 We will try to make a place available to any of your other children. However, we cannot guarantee that a place will be available.

2.0 Your obligation to us

- 2.1 You are required to fully complete and return the *Childcare Registration* form to us before your child can start.
- 2.2 You are required to inform us immediately of any changes to your contact details or other changes to the information on your child's registration form.
- 2.3 The *Childcare Registration* form includes medicine consent and emergency treatment authorisations which you are required to complete before your child attends.

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- 2.4 You are required to immediately inform us if your child is suffering from any contagious disease, or if your child has been diagnosed by a medical practitioner with a notifiable disease. We need to protect other children at the setting so you cannot bring or allow your child to attend at these times. When your child is contagious they pose a risk to other children during normal daily activities.
- 2.5 You are required to inform us of the identity of the person(s) who will be collecting your child. We will require proof of identity if a person collecting your child is not usually responsible. You should let us know in advance about these changes. If we are not reasonably satisfied that the person collecting your child is expected, we will not release your child into their care until we have checked with you.
- 2.6 You are required to inform us immediately if you are not able to collect your child by the official collection time. You should make arrangements for an authorised person (recorded on your registration form) to collect your child as soon as possible and confirm who they are. A late collection charge will be applied. Please refer to the current fee schedule for details. If you fail to collect your child by the official collection time and we have reason to be concerned about your child's welfare we will contact the local authority.
- 2.7 You are required to inform us as far in advance as possible of any dates when your child will not be attending.
- 2.8 You are required to provide at least one month's notice of your intention to decrease the number of hours your child attends and similarly, should you decide to withdraw your child completely and end this Agreement. If you give insufficient notice, you will still be required to pay full fees for one month from the date of notice. If you would like to end this Agreement, please speak to the setting manager.
- 2.9 If your child is the subject of a court order, you are required to inform us and provide a copy of the order on request.
- 2.10 You should read our policies and procedures provided for parents - available for you on-line.

Payment of fees

Payment Policy

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- **Policy Statement**

- We are in receipt of nursery education funding for three and four year olds and funded two year olds subject to children's services criteria. Children not in receipt of a nursery education grant will be charged at the going rate

- **Fees**

- For Two, three and four year olds, the fees are £ 7.20 per hour over and above your child's funded 15 hours per week when your child meets the criteria for the funding
- Lunches are charged separately and itemised on the monthly bill paid in arrears.

- **Payment of Fees**

- Payments are due monthly in arrears.
- In cases where payment is late a standard letter will be sent by the Treasurer to the parent/guardian requesting payment of the outstanding balance within two weeks. If the fees are still not paid then a final reminder letter will be sent by the Chairperson, which will state that a failure to pay outstanding fees will result in the child's exclusion from Pre-school until the sum has been paid, however if fees are still outstanding the Pre-school will take legal action.

- **Absence**

- Where a fee paying child is absent due to sickness, fees will be payable in full unless the child has a medical condition that requires a long absence from the setting and in such a case the Treasurer must be informed in writing and fees will be waived.
- In accordance with the Equality Act 2010 absences due to protective characteristic, fees will be waived or rescheduled to another session to meet the needs of the child and family.
- If a child has a planned holiday that falls during term time they are entitled to a period of one-week unpaid absence subject to the pre-school receiving written notification at least two weeks prior to the holiday.
- **Settling in**-when settling in children, fees will not be charged when the child's attachment figure accompanies them to a session to aid the transition during the first few weeks of Pre-school entry until the child is settled or when unforeseen anxiety occurs extra sessions for a short period of time may enable the child to re-settle into the Pre-school routine.

Additional Sessions

- Please speak to the pre-school leader should you wish to alter your child's sessions.

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- If you wish for an earlier start to the session the pre-school needs two weeks written notice to ensure staff ratios are maintained and normal fees will apply.

Notice of leaving the setting

- The setting requires 6 weeks, which is 30 working days written notice of a child who is leaving or reducing funded hours where fees are due or grant funding applies.

Suspension of a child

- We may suspend providing childcare to your child at anytime if you fail to pay any fees due.
- If the period of suspension for non-payment of fees exceeds one month, either of us may terminate this Agreement by giving written notice. This takes effect on receipt of the notice.
- We do not support the exclusion of any child on the grounds of behaviour. However, if your child's behaviour is deemed by us to endanger the safety and well-being of your child and/or other children and adults, it may be necessary to suspend childcare while we try to address these issues with you. It may also be necessary to share our concerns with other external agencies as appropriate. The decision to suspend your child will be made with the agreement of the [owners/directors/trustees].
- During any period of suspension for behaviour-related issues, we will work with the local authority and where appropriate other welfare agencies to identify appropriate provision or services for your child.

Absence

We take steps to ensure that children are kept safe, that their wellbeing is promoted, and they do not miss out on their entitlements and opportunities. At the very least, good attendance promotes good outcomes for children. In a small minority of cases, good attendance may also lead to early identification of more serious concerns for a child or family.

There are several reasons why a child may be absent from a setting. In most cases it is reasonable to expect that parents/carers alert the setting as soon as possible, or in the case of appointments and holidays give adequate notice. Parents are advised that they should contact the setting within one hour of the time the child would have been expected to advise of their absence. Designated persons must also adhere to

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Cumbria Safeguarding Children Partners (CSCP) requirements, procedures and contact protocols for children who are absent or missing from childcare.

- If a child who normally attends fails to arrive and no contact has been received from their parents, the designated person, takes immediate action to contact them to seek an explanation for the absence and be assured that the child is safe and well.
- Attempts to contact the child's parents or other named carers continue throughout the day on the first day of absence.
- If no contact is made with the parents and there is no means to verify the reason for the child's absence i.e. through a named contact on the child's registration form, this is recorded as an unexplained absence on the child's personal file and is followed up by the manager each day until contact is made.
- If contact has not been made within three working days, children's services will be contacted for advice about making a referral. Other relevant services maybe contacted as per LSP procedures.
- All absences are recorded on the child's personal file with the reason given for the absence, the expected duration and any follow up action taken or required with timescales.
- Absence records are retained for at least three years, or until the next Ofsted inspection following a cohort of children moving on to school.

If at any time further information comes to light that gives cause for concern, procedure

06.1 Responding to safeguarding or child protection concerns is immediately followed.

Safeguarding vulnerable children

- The designated person or key person attempts to contact the parents to establish why the child is absent. If contact is made and a valid reason given, the information is recorded in the child's file.
- Any relevant professionals involved with the child are informed, e.g. social worker/family support worker.
- If contact is made and the designated person is concerned that the child is at risk, the relevant professionals are contacted immediately. The events, conversation and follow-up actions are

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recorded. If contact cannot be made, the designated person contacts the relevant professionals and informs them of the situation.

- If the child has current involvement with social care, the social worker is notified on the day of the unexplained absence.
- If at any time information comes to light that gives cause for concern, 06 Safeguarding children, young people and vulnerable adults procedures are followed immediately.

Safeguarding

- If a child misses three consecutive sessions and it has not been possible to make contact, the designated person calls Social Care and makes a referral if advised.
- If there is any cause for concern i.e. the child has a child protection plan in place or there have been previous safeguarding and welfare concerns, the designated person attempts to contact the child's parent/carer immediately. If no contact is made, the child's absence is logged on 06.1b Safeguarding incident reporting form, and Social Care are contacted immediately, and safeguarding procedures are followed.

Poor/irregular attendance

Whilst attendance at an early years setting is not mandatory, regular poor attendance may be indicative of safeguarding and welfare concerns that should be followed up.

In the first instance the setting manager should discuss a child's attendance with their parents to ascertain any potential barriers i.e. transport, working patterns etc and should work with the parent/s to offer support where possible.

- If poor attendance continues and strategies to support are not having an impact, the setting manager must review the situation and decide if a referral to a multiagency team is appropriate.
- Where there are already safeguarding and welfare concerns about a child or a child protection plan is in place, poor/irregular attendance at the setting is reported to the Social Care worker without delay.

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In the case of funded children, the local authority may use their discretion, where absence is recurring or for extended periods, taking into account the reason for the absence and impact on the setting. The setting manager is aware of the local authority policy on reclaiming refunds when a child is absent from a setting.

Prime times – The role of the key person

‘Each child must be assigned a key person’ (EYFS 2021)

Babies and young children need to form a secure attachment to key person when they join the setting to feel safe, happy, and eager to participate and learn.

The key person role

- A key person builds an on-going relationship with the child and his/her parents and is committed to that child’s well-being while in the setting.
- Every child that attends is allocated a key person before they begin settling in - it is not the responsibility of the child to choose their own key person.
- Where possible a ‘back up’ key person is also identified for each child so that they can fulfil the role in the absence of the main key person, for example, during annual leave or sickness.
- The key person conducts the progress check at age two for their key children.
- The role is fully explained to parents on induction and the name of the child’s key person and ‘back up’ key person is recorded on the child’s registration form.
- The key person is central to settling a child into the setting. The setting manager and key person explain the need for a settling in process and agree a plan with the parents.
- Shift patterns and staff absence can affect a child who is just settling in; where possible, settling in should be matched to when the key person is on duty.
- The number of children for each key person takes into account the individual needs of children and the capacity of the key person to manage their cohort; it is also influenced by part-time places and part time staff. The setting manager should aim for consistency
i.e. matching part-time staff to part-time children; full-time children should not be divided between key persons during the week.
- Photographs of key persons and their key groups are displayed clearly.
- The key person spends time daily with his or her key group to ensure their well-being.

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Parents

- Key persons are the first point of contact for parents with regard to matters concerning their child and any concerns parents may have are addressed with the key person in the first instance.

Key persons support parents in their role as the child's first and most enduring educators.

- The key person is responsible for the child's developmental records, completing the progress check at age two, and for sharing information about progress with the child's parents.

Learning and development

- The key person helps to ensure that every child's learning and care is tailored to meet their individual needs. This is achieved through regular observation and assessment of children, using information gathered about their achievements, interests and learning styles to plan for each individual child's learning and development.
- If a child's progress in any of the prime areas gives cause for concern, the key person must discuss this with the setting manager or SENCO and the child's parents.

Prime times

The key person role is explained further in the prime time procedures (09.4/6/7/8/10/14); the key person also maintains other responsibilities for key children including administering medication and signing accident records.

Back-up key person

- The role of the back-up key person is to step in when the main key person is absent or unavailable to provide a stable and consistent care relationship for the child.
- The back-up key person is identified when the child starts but is not introduced to the child until an attachment is beginning to form with the key person.
- The back-up key person gradually forms a relationship with the child until the child is happy to be cared for by this person.
- The back-up key person shares information with parents in the key person's absence and makes notes in the child's records where appropriate.
- The back-up key person ensures information is shared with the key person.

Safeguarding children

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- The key person has a responsibility towards their key children to report any concern about their development, welfare or child protection matter to the setting manager and to follow the procedures in this respect.
- Regular supervision with the setting manager provides further opportunities to discuss the progress and welfare of key children.
- The back-up key person has a duty likewise.

Prime times – Settling in and transitions

To feel securely settled and ready to learn, children need to form attachments with the adults who care for them, primarily a key person, but others too. In this way they feel part of a community; they are able to contribute to that community and receive from it. Very young children, especially two- to three-year-olds, approach separation from their parent with anxieties, older children have a more secure understanding of ‘people permanence’ and are able to approach new experiences with confidence; but also need time to adjust and feel secure. It is the entitlement of all children to be settled comfortably into a new environment.

We follow a three-stage model of settling in based on three key needs:

1. *Proximity* - Babies and young children feel safest when a familiar adult, such as a parent, is present when they are getting used to a new carer and new surroundings. In this way they can become confident in engaging with those experiences independently later on.
2. *Secure base* – Because the initial need for proximity of the parent has been met, babies and young children gradually begin to feel secure with a key person in a new surrounding so that they are able to participate independently for small periods of time.
3. *Dependency* – Babies and young children are able to separate from parents’ and main carers when they have formed a secure attachment to their key person who knows and understands them best and on whom they can depend for their needs to be met.

The setting manager and key person explain the need for settling in and agree a plan with the parents. They write this down and both key person and parents keep a copy. Each day they review the plan and agree what will happen the next day.

Two-year-olds starting a setting for the first time

- A two-year-old may have little or no experience of group care. As part of gathering information from parents, it is important to find out about the child’s experience of nonparental care, for example grandparents, or childminder; this informs staff as to how a child may respond to a new situation.

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- The three-stage approach involving *Proximity, Secure Base* and *Dependency/Independence* is applied to two-year-olds as to younger children.
- After the induction meeting with the setting manager or deputy and key person, a settling-in plan is drawn up. Where possible, a home visit is carried out for the same purpose.

To settle in a two-year-old, the setting will go through the same process of gradually increasing the time a child attends with a parent/carer during the proximity stage.

- On the first day, the parent attends with the child, and stays for the morning (less if the child becomes tired). On day two, the parent stays longer and on day three stays until, and including lunch
- It is evident that the child is developing a sense of secure base when he or she shows interest in activities and begins to engage with the key person and other children. Then the parent/ carer may gradually start to spend short periods of time in another room to see how the child responds, this time increases until the child can manage a whole session without the parent.

Separation causes anxiety in two-year-olds, as they have no concept of where their parents have gone. Parents should always say goodbye and tell them when they will return. Patience with the process will ensure children are happy and eager to come to play and be cared for in **the setting**.

Three- and four-year-olds

- Most children of this age can move through the stages more quickly and confidently.
- Some children take longer, and their needs for proximity and secure base stages should be accommodated as much as possible.
- Some children appear to leap to dependency/independence within a couple of days. In most cases, they will revert to the need for proximity and secure base. It can be difficult to progress to true dependency/independence and this can be frustrating.
- After the parent attends for an induction meeting with the setting manager or deputy and key person, (or in some circumstances a home visit), a settling-in plan is drawn up.
- On the first day, the parent attends with the child and stays for the morning (less if the child becomes tired), on day two, longer and the next day stays until and including lunch (if full day care).
- If the child shows interest in the activities and is beginning to engage with the key person and other children, the parent spends time in the parent room (if available) to see how the child responds.
- Parents are encouraged to explain to their child where they are going, and that they will return.
- If by the fifth day, the child is able to spend more time without the parent, the child may be ready for a short day or session the following week, progressing to a full day or session very soon.

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For children whose first language is not English

- For many children learning English as an additional language, the stage of proximity takes longer as the child is dependent upon the parents' input to make sense of what is going on.
- If the parent does not speak English, efforts are made to source an interpreter for induction; it will be helpful for them to see around the setting and be clear about their role in interpreting in the play area.
- The settling-in programme is explained to the parent, and it is emphasised how important it is that they stay with the child and talk to him/her in the home language to be able to explain things.
- Through the interpreter, the key person will try to gauge the child's level of skills in their home language; this will give the key person an idea of the child's interests and levels of understanding.
- The need for the parent to converse in the child's home language is important.
- The key person makes the parent feel welcome using smiles and gestures.
- With the parent, make a list of key words in the child's home language; sometimes it is useful to write the word as you would pronounce it. These words will be used with the child and parents will be addressed with 'hello' and 'goodbye' in their language.
- The key person prepares for the child's visits by having a favourite toy or activity ready for the child to provide a means to interact with the child.
- Children will be spoken to as per any other child, using gestures and facial expressions to help.
- When the child feels happy to spend time with the key person (secure base), the parent should spend time outside of the room.
- Progress with settling in will be done as with any other child; it just takes a little longer to reach dependency/independence.

Establishing children's starting points

When children start at the setting they arrive at different levels of learning and development. In order to help them to settle and make rapid progress it is important that they are provided with care and learning opportunities that are suited to their needs, interests and abilities. This means

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establishing and understanding their starting points and whether there are any obstacles to their learning, so that teaching can be tailored to the 'unique child'.

- The aim of establishing a child's starting points is to ensure that the most appropriate care and learning is provided from the outset.
- Starting points are established by gathering information from the first contact with the child's parents at induction and during the 'settling in' period. Staff do not 'wait and see' how the child is settling before they begin to gather information.
- The key person is responsible for establishing their key children's starting points by gathering information in the following ways:
 - observation of the child during settling in visits
 - discussion with the child's parents
 - building on information that has been gathered during registration by referring to the registration form

The information gathered is recorded within six weeks of the child settling in.

- The key person must make a 'best fit' judgment about the child's development, referring to Development Matters, Early Support.
- The key person should complete details by indicating where they have gathered their evidence from, using more than one source where possible i.e. parent comment and observation during settling in.

If the initial assessment raises any concerns that extra support may be required procedure 09.13 Identification, assessment and support for children with SEND is followed.

Prime times – arrivals and departures

Prime times of the day make the very best of routine opportunities to promote 'tuning-in' to the child emotionally and to create opportunities for learning. Arrivals and departures are key times in the day when children need support from their carer to make the transition smooth and happy; these times of day also pose a certain level of risk as parents and carers come and go. All staff are aware of the potential risks and take measures to minimise them.

Arrivals

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- Whenever possible the key person or back up key person always greets young children. This ensures that young children are received into the setting by a familiar and trusted adult.
- The key person who greets the child marks their presence and time of arrival in the register.
- If a child who is expected fails to arrive, this is recorded on the child's personal file and the setting manager is immediately notified so that they can contact the child's parents to find out why the child is absent following procedure 09.2 Absence.
- The key person ensures that the child has been signed in by the parent and there is a clear indication of who will be collecting the child, and at what time.
- The key person greets the parents and takes time to hear information the parents need to share. They inform the parents of aspects of the day, such as if there is an agency member of staff or flexible worker in, which members of staff will be around later when parents collect their child, any planned outings, or special planned event. Any consent forms are signed.
- The key person receives the child physically and tunes in to how he or she is feeling and prepares to meet his/her needs.
- Parents should spend a few minutes with their child and key person before leaving. Many parents will be in a hurry, but this can have an unsettling effect.
- Always ensure that the parents say goodbye to their child and say when they are coming back, such as 'after tea', rather than just 'later'.
- If the member of staff receiving the child is not the key person, the member of staff will hand over the information shared by the parents to the key person when they arrive.

Injuries noted on arrival

- If a child is noted to have visible injuries when they arrive at the setting procedure 6.1 is followed.

Changing shifts and handing over information

- When the key person leaves or goes on a break, they handover the care of the child to a 'back-up' key person.
- If someone other than the key person receives the child, he/she will share any information from the parent and write a note for the key person. Confidential information should be shared with the setting manager to pass on.
- The key person shares information with the back-up key person, in this way they ensure that all information is passed on to the parent in the key person's absence.

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Departures

- Children are handed over to the designated person who collects them by a member of staff, and passes on any information sent by the child's key people or if parents requested via Tapestry or Whats App.
- The key person, will always aim to greet parents when they arrive, ensuring that the person who has arrived to collect the child is named on the signing in/out form. They hand over the child personally and enter the time of departure in the register.
- Only named persons aged over 16 years collect children. A pass word system operates to safeguard your child.
- Practitioners verbally exchange information with parents or ask to arrange a time to discuss confidential issues.
- The key person should pass general information to the other staff or write a note for the parents. Confidential information should be shared with the setting manager to pass on.

Maintaining children's safety and security

Arrivals and departures pose a particular threat to the safety and security of the children, particularly when parents arrive at the same time or when in shared premises. To minimise the risk of a child leaving the building unnoticed, the setting manager conducts a risk assessment that identifies potential risks and the measures put in place to minimise them, such as staff busy talking to individual parents or doors left ajar. The risk assessment is shared with their line manager and is updated as and when required. View procedure 01.1 Risk assessment and 01.1a Generic risk assessment form for further guidance.

Standard Childcare Practice

Prime times – Snack-times and mealtimes (older children)

Snack times

- A 'snack' is prepared mid-morning and mid-afternoon and can be organised according to the discretion of the setting manager e.g. picnic on a blanket.
- Children may also take turns to help set the table. Small, lidded plastic jugs are provided with water and milk at lunch time.
- Children wash their hands before and after snack-time.

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- Children after the age of two, children can gradually move to semi-skimmed milk as a main drink, as long as they are eating a varied and balanced diet.
- Fruit or raw vegetables, such as carrot or tomato, are offered in batons, which children should be encouraged to help in preparing. Bananas are eaten whole and small apples ready for transition to reception, other foods are sliced to minimise a choking hazard.
- Portion sizes are gauged as appropriate to the age of the child.
- Toast, rice cakes or oatcakes are offered.
- Children arrive as they want refreshment and leave when they have had enough. Children are not made to leave their play if they do not want to have a snack.
- Staff join in conversation and encourage children's independence by allowing them to pour drinks, butter toast, cut fruit etc.

Mealtimes

- Tables are never overcrowded during mealtimes. Some social distancing is encouraged even though it is acknowledged that children will play in close proximity for the rest of the session.
- Children help staff set tables which are arranged for key person groups.
- Children wash their hands and sit down as food is ready to be served.
- Children are encouraged to choose what they want and to take their own helpings.
- Staff have their lunch with children. Staff who are eating with the children role-model healthy eating and best practice at all times, for example not drinking cans of fizzy drinks in front of the children.
- Children are given time to eat at their own pace and are not hurried to fit in with adults' tasks and breaks. They are not made to eat what they do not like and are only encouraged to try new foods slowly.
- In order to protect children with food allergies or specific dietary requirements, children are discouraged from sharing and swopping their food with one another.
- Mealtimes are relaxed opportunities for social interaction between children and the adults who care for them.
- After lunch children are encouraged to scrape their plates and help wipe the table and sweep the floor.

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- Children go to the bathroom and wash their hands after lunch in their key groups. Cleaning teeth no sooner than 1 hour after lunch is recommended where hygiene procedures pose no risk (see procedure 04.6 Oral health)/ It is not always recommended for groups in shared premises.
- Information for parents is displayed on the parent's notice board, including:
 - Ten Steps for Healthy Toddlers
https://infantandtoddlerforum.org/media/upload/pdfdownloads/HR_toddler_booklet_green.pdf
 - Daily menus including identification of any foods containing allergens

Prime times – Intimate care and nappy changing

Prime times of the day make the very best of routine opportunities to promote 'tuning-in' to the child emotionally and to create opportunities for learning. Nappy changing times are key times in the day for being close and promoting security as well as for communication, exploration and learning.

Young children, intimate care and toileting

- Wherever possible, key persons undertake changing young children in their key groups; back-up key persons change them if the key person is absent.
- Young children from two years may be put into 'pull ups' as soon as they are comfortable with this and if parents agree.
- Changing areas are warm, appropriately sited and there are safe areas to lay young children if they need to have their bottoms cleaned. There are mobiles or other objects of interest to take the child's attention.
- If children refuse to lie down for nappy change, they can be changed whilst standing up, providing it is still possible to clean them effectively.
- Each young child has his/her own backpack to hand with their nappies/pull ups and changing wipes.
- Key persons ensure that nappy changing is relaxed and a time to promote independence in young children.
- Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- They are encouraged to wash their hands and have soap and paper towels to hand. They should be allowed time for some play as they explore the water and the soap.

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- Anti-bacterial hand wash liquid or soap should not be used by young children, as they are no more effective than ordinary soap and water.
- Key persons are gentle when changing and avoid pulling faces and making negative comment about the nappy contents.
- Wipes or cotton wool and water are used to clean the child. Where cultural practices involve children being washed and dried with towels, staff aim to make reasonable adjustments to achieve the desired results in consultation with the child's parents. Where this is not possible it is explained to parents the reasons why. The use of wipes or cotton wool and water achieves the same outcome whilst reducing the risk of cross infection from items such as towels that are not 'single use' or disposable.
- Key persons do not make inappropriate comments about young children's genitals when changing their nappies.
- The procedure for dealing with sore bottoms is the same as that for babies.
- Older children use the toilet when needed and are encouraged to be independent.
- Members of staffs do not wipe older children's bottoms unless there is a need, or unless the child has asked.
- Key persons are responsible for changing where possible. Back-up key persons take over in the key person's absence, but where it is unavoidable that other members of staff are brought in, they must be briefed as to their responsibilities towards designated children, so that no child is inadvertently overlooked and that all children's needs continue to be met.
- Parents are encouraged to provide enough changes of clothes for 'accidents when children are potty training.
- If spare clothes are kept by the setting, they are 'gender neutral' i.e. neutral colours, and are clean, in good condition and are in a range of appropriate sizes.
- If young children are left in wet or soiled nappies/pull-ups in the setting, this may constitute neglect and will be a disciplinary matter.

Nappy changing is always done in an appropriate/designated area. Children are not changed in play areas or next to snack tables. If there are limitations for nappy change areas due to the lay-out of the room or space available this is discussed with the setting manager's line manager so that an appropriate site can be agreed that maintains the dignity of the child and good hygiene practice.

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Prime times – Sleep and rest time

Sleep and rest times are key times in the day for being close and promoting security. Younger children will need to sleep but older children do not usually need to. No child is made to sleep.

Children over 2yrs old

- Children sleep on rest mats with bedding.
- Nappies changed and heavier clothing removed.
- Hair accessories that may come lose or detach are removed before sleep/rest time.
- A separate area is made quiet, perhaps with soft music playing and curtains drawn.
- Children are settled by their key person and comforted to sleep. Key persons may gently stroke or pat children.
- If children fall asleep in-situ it may be necessary to move or wake them to make sure they are comfortable, they are not left to sleep in a buggy or bouncy chair.
- Sleeping children are regularly checked at least every ten minutes and are within sight and/or hearing of staff

Young children

- Young children sleep on rest mats and have their own personalised bedding.
- Young children each have a place to put their clothes and shoes in, and in which they keep any special toy, book, or comforter that they need for sleep.
- Nappies are changed and heavier clothing is removed.
- Hair accessories with parts that may come lose or detached and pose a choking hazard are removed before sleep/rest time.
- A separate area of the room is made as quiet as possible, perhaps with some soft music playing and curtains drawn.
- Young children are settled by their key person. They are soothed to sleep. Key persons may stroke or very gently pat children.
- Sleeping children are supervised within sight and/or hearing of staff at all times.

Further guidance

Safer Sleep for Babies (Lullaby Trust) www.lullabytrust.org.uk/safer-sleep-advice

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Managing separation anxiety in children under 2 years old

Separation anxiety occurs when babies and toddlers do not feel securely attached to their key person. Taking steps to reduce anxiety and promote attachment is a priority task for the key person in partnership with the parent.

- Separation anxiety can be identified when signals are clearly understood by members of staff.
- Distress in children produces high levels of corticosteroids (neurochemicals) which hinder brain functioning. It is detrimental for babies to experience prolonged distress.

Signals include:

- crying inconsolably for extended periods; causing coughing or difficulty to breath or vomiting
 - holding breath
 - head banging or rocking
 - ambivalent feelings towards the key person, i.e. wanting to be picked up then struggling free
 - frantic movement or lashing out with arms and legs
 - biting, tantrums and snatching from others.
 - jealousy shown towards other children in the key group
 - refusing food or drink or showing signs of digestive problems
 - temporary interest in toys or others, then crying again.
 - prolonged periods of sleep
 - switching off, staring blankly
 - anxiousness about who is coming in and out of a room, standing by the door for long periods
 - being held, but not responding or smiling
 - crying when the parent collects or cheering up and eager when parent collects
- A picture of evidence builds up which may suggest that the baby/toddler is experiencing separation anxiety. This needs to be discussed with the parent and a plan made to help the child settle.

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- The parent and key person discuss the reasons that the separation anxiety has developed or been made worse. It could be due to:
 - hurried settling-in due to pressures on parents
 - inadequate settling in due to the key person being absent or the baby not being brought in each day to complete the settling-in plan
 - the key person's absence during settling in period
 - changes of staff
 - part time attendance not allowing sufficient continuity for the baby to become familiar with the surroundings and to make an attachment to the key person
 - change of key person in the setting
 - changes at home – stress events in the family
 - family having been away on holiday
 - previous distressing experiences with another setting
- The goal of any plan is to ensure the child is secure through forming an attachment with the key person.
- The settling in process is reviewed; if any aspect has been missed, this needs to be replanned. This may include the need for the parent to stay or find a close relative or friend whom the child feels safe with if the parent cannot be there.

Promoting positive behaviour

Positive behaviour is located within the context of the development of children's personal, social and emotional skills and well-being. A key person who understands children's needs, their levels of development, personal characteristics, and specific circumstances, supports this development. This ensures children's individual needs are understood and supported. Settling into a new environment is an emotional transition for young children especially as they learn to develop and master complex skills needed to communicate, negotiate and socialise with their peers. Skills such as turn taking and sharing often instigate minor conflicts between children as they struggle to deal with powerful emotions and feelings. During minor disputes, key persons help children to reflect and regulate their

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actions and, in most instances, children learn how to resolve minor disputes themselves. However, some incidents are influenced by factors, requiring a strategic approach especially if the behaviour causes harm or distress to the child or others. These situations are managed by the SENCO/key person using a stepped approach which aims to resolve the issue and/or avoid the behaviour escalating and causing further harm.

This is an unsettling time for young children. Practitioners are alert to the emotional wellbeing of children who may be affected by the disruption to their normal routine. Where a child's behaviour gives cause for concern, practitioners take into consideration the many factors that may be affecting them. This is done in partnership with the child's parents/carers and the principles of this procedure are adhered to

The setting manager/SENCO will:

- ensure that all new staff attend training on behaviour management such as *Understanding and Addressing Behaviour in the Early Years* (EduCare)
- help staff to implement procedure 09.12 Promoting positive behaviour in their everyday practice
- advise staff on how to address behaviour issues and how to access expert advice if needed

Rewards and sanctions

Children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.

Rewards such as excessive praise and stickers may provide immediate results for the adult but do not teach a child how to act when a 'prize' is not being given or provide the skills to manage situations and emotions themselves. Instead, a child is taught to be 'compliant' and respond to meet adult expectations to obtain a reward (or for fear of a sanction). If used the type of rewards and their functions must be carefully considered.

Children are never labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group to be left in 'time out' or on a 'naughty chair'. If a child is distressed or causing harm to others, it may help to remove them from the immediate environment where the incident occurred. They should be taken to a quiet area by their key person for up to 5 minutes to help them calm down. If appropriate, the key person can use this time to help the child reflect on what has

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happened. Physical punishment of any kind is never used or threatened which could adversely affect a child's well-being. If staff become aware that another person has given corporal punishment to a child, they follow 06 Safeguarding children, young people and vulnerable adults procedures. Physical intervention to safeguard a child/children must be carried out as per the guidance in this procedure.

Step 1

- The setting manager, SENCo and other relevant staff members are knowledgeable with, and apply the procedure 09.12 Promoting positive behaviour.
- Unwanted behaviours are addressed using an agreed and consistently applied approach to deescalate situations
- Behaviours that result in concern for the child and/or others must be discussed by the key person, SENCo/setting manager. During the meeting the key person must use their all-round knowledge of the child and family to share any known influencing factors such as a new baby in the family, child and/or parental illness, underlying additional needs to help place the child's behaviour into context.
- Appropriate adjustments to practice must be agreed within the setting. If relevant, a risk assessment should be carried out.
- If the adjustments are successful and the unwanted behaviour does not reoccur or cause concern then normal monitoring can resume.

Step 2

- If the behaviour remains a concern, then the key person and SENCo must liaise with the parents to try to discover possible reasons for the behaviour and to agree next steps. If relevant and appropriate the views of the child must be sought and considered to help identify a cause.
- If a cause for the behaviour is not known or only occurs whilst in the setting, then the setting manager/SENCo must suggest using a focused intervention approach to identifying a trigger for the behaviour such as the ABC approach, i.e. Antecedents – what happened before; Behaviour – what was the behaviour observed; Consequences – what happened after the event.
- If a trigger is identified, then the SENCo and key person must meet with the parents to plan support for the child through a graduated approach via SEN support.
- Aggressive behaviour by children towards other children will result in a staff member intervening immediately to stop the behaviour and prevent escalation using the agreed initial intervention approach. If the behaviour has been significant or may have a detrimental effect on the child, the parents of the victim of the behaviour and the parents of the perpetrator must be informed. If the setting has applied a physical intervention, they must follow the guidance as set out below. The

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designated person completes 6.1b Safeguarding incident reporting form and contact Ofsted if appropriate. A record of discussions is recorded and parents are asked to sign.

- Parents must also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.
- If relevant, actions for dealing with the behaviour at home are agreed with parents and incorporated into the action plan. Other staff are informed of the agreed interventions and help implement the actions. The plan must be monitored and reviewed regularly by the key person/SENCo until improvement is noticed.
- Incidents and intervention relating to unwanted/challenging behaviour by children must be clearly and appropriately logged on 09.13b SEN Support - Action plan.

Step 3

If despite applying initial intervention to deescalate situations and focused interventions to identify triggers the child's behaviour continues to occur and/or is of significant concern, the SENCo and key person invite the parents to a meeting to discuss external referral and next steps for supporting the child. It may be agreed that the setting request support from the Early Help team and/or other specialist services such as the Area SENCo. This will help address most developmental or welfare concerns. If the behaviour is part of other welfare concerns that include a concern that the child may be suffering or likely to suffer significant harm, safeguarding procedures 06 Safeguarding children, young people and vulnerable adults procedures must be followed immediately.

- Advice provided by external agencies is incorporated in 09.13b SEN Support: Action Plan and regular multi-disciplinary meetings held to review the child's progress.
- If a review determines a statutory assessment may be needed then all relevant documentation must be collected in preparation for an Education Health and Care Assessment which may lead onto an Education, Health and Care Plan.

Use of physical intervention

Staff will already use different elements of physical contact with a child as part of their interaction in the setting especially when they are comforting a child or giving first aid. However, physical intervention to keep a child or other children safe is different and should only be applied in exceptional circumstances.

The EYFS states that physical intervention from a staff member towards a child may be used for the purposes of "averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if it is absolutely necessary". Staff must do all they can to

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avoid using a physical intervention because this is not the preferred way of addressing children's behaviour.

To offer protection to children a range of appropriate graded interventions may be needed before physical intervention is applied. Most single incidents such as a child throwing a book on the floor or kicking a chair usually only require a verbal intervention from a member of staff. In other situations, an intervention can be applied through mechanical and environmental means such as locking doors and stair gates. This usually stops a situation escalating. However, there will be some situations where a child places themselves or others in danger which requires an immediate need for the use of both verbal and physical intervention. If a single or persistent incident requires a physical intervention such as physical handling from a staff member towards a child, then this is used intentionally to restrict a child's movement against their will. In most cases this can be applied through the use of the adult's body gently and safely blocking the child from access to danger or to prevent danger.

To physically intervene, a practitioner may use "reasonable force" to protect a child from injuring themselves or others. Legally a practitioner may also use reasonable force to prevent a child from damaging property. However, we would expect that in instances of damaging physical property a child would only experience a physical intervention if the broken property presented a risk or is high value.

If a situation arises which requires urgent physical hands-on intervention this is best applied by the staff who knows the child well such as their key person who is more able to calm them or use other known methods for defusing situations without physical intervention.

Physical handling

We use the principle of applying reasonable minimal force and handling in proportion to the situation. Staff use as little force as necessary to maintain safety. This intervention should only be used for as short a period as possible to keep the child safe and maintain well-being by aiming for:

- keeping the child's safety and well-being paramount
- a calm, gentle but firm approach and application of the intervention
- never restricting the child's ability to breathe
- side-by-side contact with the child
- no gap between theirs or the child's body

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- keeping the adults back as straight as possible
- avoiding close head-to-head positioning to avoid injury to the child and themselves (head butting)
- only holding the child by their 'long' bones to avoid grasping at the child's joints where pain and damage are most likely to occur
- avoiding lifting the child unless necessary
- reassuring the child and talking about what has happened
- only applying a physical intervention on a disabled child if training or preferred method is provided from a reputable external source e.g. British Institute of Learning Disabilities www.bild.org.uk/

Risks

There are risks associated with any physical intervention and handling of a child. The younger and more vulnerable a child may be, the greater risk to the child of using physical intervention towards them. However, there are also risks to children associated with not intervening physically; for instance, if a practitioner did not take hold of a child by the wrist, they may have run into the path of a fast-moving car.

Before intervening physically to protect a child from immediate harm a practitioner needs to decision make in a split second, considering the following factors. This is described as dynamic risk assessment.

- What is the immediate risk to this child if I do not intervene now?
- What might the risks be if I do intervene? If this was my child, what would I want someone looking after them to do in this situation?
- What is the minimum level of intervention that will be effective here? How can I do this as gently as possible for as short a time as possible and how am I going to manage myself to stay calm?

Recording

Any instance of physical intervention is fully recorded immediately and reported to the designated person as soon as possible on 6.1b Safeguarding incident reporting form, ensuring that it is clearly stated when and how parents were informed. Parents are asked to sign a copy of the form which is

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then kept on the child's file. The designated person decides who will notify the parent and when, ensuring that the parent signs to say they have been notified. An individual risk assessment should be completed after any physical intervention with a child which considers the risks and likelihood of such behaviour re-occurring and how this will be managed. The risk assessment should be agreed and signed by parents.

Temporary suspension (fixed term)

Any decision to temporarily suspend a child must be carefully considered lawful, reasonable and fair. If despite following the stepped approach for behaviour it is necessary to temporarily suspend a child, for no more than five days, on the grounds of health and safety, the following steps are followed.

- The setting manager provides a written request to suspend a child to their line manager; the request must detail the reason why the child must be suspended and the length of time of the proposed suspension.
- If the line manager approves, the parents must be invited to a meeting to discuss next steps. Parents are invited to bring a representative along. Notes must be taken at the meeting and shared later with the parents. The meeting must aim for a positive outcome for the child and not to suspend.
- If no acceptable alternative to suspension is found then the setting manager must give both verbal and written notice of time related suspension to the parent, meanwhile the setting manager must ensure that continued resolution is sought and suitable adjustments are in place for the child's return.

Suspension of a disabled child

We have a statutory duty not to discriminate against a child on the basis of a protected characteristic. This includes suspending a child based on a disability. Ignorance of the law or claiming it was unknown that a child was disabled is no defence. However, if the child's behaviour places themselves or others at risk then the setting must take actions to avoid further harm. Time limited suspension may be applied to keep the child and/or others safe whilst finding a solution. Suspension is only used if reasonable steps and planned adjustments are first used to help resolve the situation. Without this action, suspension of a child with SEND may constitute disability discrimination (Equality Act 2010). A decision to suspend a disabled child must be clearly evidenced, specific, measurable, achievable,

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realistic and targeted. Plans and intervention must be recorded on the child's file and 9.12b SEN Support - Action plan. If little or no progress is made during the suspension period, the following steps are taken.

- The setting manager sends a written/electronic invite to the parents, a local authority representative and any relevant external agencies to attend a review meeting. Each attendee must be made aware that the meeting is to avoid the situation escalating further and to find a positive solution.
- After the meeting the setting manager continues to maintain weekly contact with the parents and local authority to seek a solution.
- Suitable arrangements offer the parent continued support and advice during the suspension. The setting manager reviews the situation fortnightly and provides their line manager with a monthly update.

Expulsion

In some exceptional circumstances a child may be expelled due to:

- a termination of their childcare agreement as explained in 9.1d Childcare terms and conditions
- if despite applying a range of interventions (including reasonable adjustments), the setting has been unable to adequately meet the child's needs or cannot protect the health, safety and well-being of the child and/or others.

Challenging unwanted behaviour from adults in the setting

We do not tolerate behaviour demonstrating dislike, prejudice, discriminatory attitudes or action towards any individual/group. This includes those living outside the UK (xenophobia).

This also applies to behaviour towards specific groups of people and individuals who are British Citizens residing in the UK.

Allegations of discriminatory remarks or behaviour made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises. Where a parent makes discriminatory or prejudice remarks to staff at any time, or other persons while on the premises, this is recorded on the child's file and is reported to the setting manager. The procedure is explained and the parent is asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written

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agreement not to make discriminatory remarks or behave in discriminatory or prejudice ways; the third stage may be considering withdrawing the child's place.

Identification, assessment and support for children with SEND

We have regard for the Special Educational Needs and Disability (SEND) (DfE and DoH 2015) which states that local authorities must ensure that all early years providers that they fund in the maintained, private, voluntary and independent sectors are aware of the requirement on them to meet the needs of children with SEN and disabilities. When securing funded early education for two, three- and four-year-olds local authorities should promote equality and inclusion for children with disabilities or SEN; this includes removing barriers that prevent access to early education and working with parents to give each child support to fulfil their potential.

The term SEN support defines arrangements for identifying and supporting children with special educational needs and/or disabilities. We are required to offer appropriate support and intervention and to promote equality of opportunity for children that we care for. Children's SEND generally falls within the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Graduated approach

Initial identification and support (identifying special educational needs)

- Ongoing formative assessment forms part of a continuous process for observing, assessing, planning and reviewing children's progress.
- Children identified as having difficulty with one or more area of development should be given support by applying some simple strategies and resources.
- For most children application of some simple differentiation approaches will be enough to build confidence and help the child develop, 9.12a SEN Support: Initial record of concern form can be used for this purpose.
- If despite applying differentiated strategies a child continues to struggle and is showing significantly more difficulty with learning than their peers or has a disability which requires

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specific adjustments, then the key person should raise a concern with the setting's SENCo/setting manager and the child's parents.

Observation and assessment of children's SEN

Where a child appears to be behind expected levels, or their progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting.

- Information can be collated from formal checks such as the progress check at age two, observations from parents and observation and assessment by the setting of the child's progress.
- When specialist advice has been sought externally, this is used to help determine whether or not a child has a special educational need (SEN).
- The child's key person and SENCo/Manager use this information to decide if the child has a special educational need.
- If the decision is that the child does have a SEN and the parents are not already aware of a concern, then the information is shared with them. Once parents have been informed, they should be fully engaged in the process, contributing their insights to all future actions for their child.

Planning intervention

- Everyone involved with the child should be given an opportunity to share their views. Parents should be encouraged to share their thoughts on the child's difficulties and be involved in the decision as to what will happen next.
- A first intervention option may be to carry on with applying differentiated support and to review the child's progress at an agreed date. If the child's needs are more complex, then the decision maybe to go straight ahead and prepare 09.13b SEN support: Action plan with detailed evidence-based interventions being applied straight away and simultaneously external referrals made.
- If relevant, then the child should be appropriately included in development of the action plan but only at a level which reflects their stage of comprehension.
- 09.13b SEN support: Action plan described below, ensures that children that are identified, or suspected of having a SEN will receive the right level of support and encouragement with their learning and development as early as possible.

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Involving the child

- The SEND Code of Practice supports the rights of children to be involved in decisions about their education.
- Inclusion of children with SEND helps build self-confidence and trust in others.
- Ascertaining children's views may not be easy, a range of strategies will be needed.
- Accurate assessment helps identify children's strengths and possible barriers to learning.
- The key person and setting manager/SENCo work in partnership with parents and other agencies to involve the child wherever appropriate.
- Children are involved at appropriate stages of the assessment and to their level of ability.
- Establishing effective communication is essential for the child's involvement.

SEN action plan

- 09.13b SEN support: Action plan, should show what support is required to help achieve outcomes for the child and detail the frequency of these interventions and who will apply them and with what resources.
- A review date (at least termly) should be agreed with the parents so that the child's progress can be reviewed against expected outcomes and next steps agreed.
- A copy of the plan is stored in the child's file so that any other member of staff or an inspector looking at the file will see how the child is progressing and what interventions have been or are being applied.
- If a child requires specific medical interventions during their time in the setting, 04.2a Health care plan form should also be completed and integrated into the general plans to ensure the child's medical needs are known and safely met.
- The action plan should provide an accessible summary of the child's needs, which can be used if further assessment is required including a statutory Education Health and Care (EHC) Assessment, and development of an EHC plan.

Drawing up a SEN action plan

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- If external agencies are already involved at this stage, then they should also be invited to help decide on what appropriate interventions are needed to help meet outcomes for the child. The SENCo/setting manager should take the lead in coordinating further actions including preparation of the action plan and setting short-term targets.
- Where there are significant emerging concerns (or an identified special educational need or disability) targeted action plans are formulated that relate to a clear set of expected outcomes and stretching targets.
- 09.13b SEN support: Action plan, highlights areas in which a child is progressing well; areas in which some additional support might be needed and any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It describes the activities and strategies the provider intends to adopt to address any issues or concerns.
- Planned intervention should be based on the best possible evidence and have the required impact on progress with longer-term goals covering all aspects of learning and development and shorter-term targets meeting goals.
- The plan should focus on the needs of the child, the true characteristics, preferences, and aspirations of the child and involvement of the parents with a clear set of targets and expected outcomes for the child. Effective planning at this stage should help parents and children express their needs, wishes, and goals:
 - focus on the child as an individual and not their SEN label
 - be easy for children to understand and use clear ordinary language and images, rather than professional jargon
 - highlight the child strengths and capacities
 - enable the child, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future
 - tailor support to the needs of the individual
 - organise assessments to minimise demands on families
 - bring together relevant professionals to discuss and agree together the overall approach

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- If the child fails to make progress and multi-agency support is sought, then it is at this point that Early Help/CAF assessment should be considered.

Record keeping

If a child has or is suspected of having a SEN, a dated record should be kept of:

- the initial cause for concern and the source of this information, (the progress check at age two and/or outcomes of previous interventions). 09.13a SEN support: Initial record of concern form can also be used for this purpose drawing information from other sources
- the initial discussion with parents raising the possibility of the child's SEN
- the views of the parents and other relevant persons including, wherever possible, the child's views;
- the procedures followed with regard to the Code of Practice to meet the child's SEND
e.g. SEN action plan, referrals to external agencies and for statutory assessment
- evidence of the child's progress and any identified barriers to learning
- advice from other relevant professionals; and all subsequent meetings with parents and other persons and any subsequent referrals

Records may include

- observation and monitoring sheets
- expressions of concern
- risk assessments
- access audits (01.1b)
- health care plans (including guidelines for administering medication)
- SEN action plans
- meetings with parents and other agencies
- additional information from and to outside agencies
- agreements with parents
- guidelines for the use of children's individual equipment; Early help CAF referrals
- referral to the local authority identifying a child's special educational needs and request for statutory Education, Health, Care (EHC) needs assessment; and a copy of an EHC plan

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Seeking additional funding/enhanced/top up

If the child's needs cannot be met from within the setting's core funding, then it will be at this point that the evidence collated will be used to apply for top up/enhanced funding from the local authority's inclusion fund. If a new or existing child is disabled, then the setting should check if the family is in receipt or have applied for Disability Living Allowance. If so, the setting will be able to apply to their local authority for the local Disability Access Fund.

Statutory education, health and care (EHC) assessment and plan

Statutory assessment

- If a child has not made progress, then the next steps may be for the child to undergo an Education, Health and Care Assessment.
- If a child is under compulsory school age, the local authority will conduct an EHC needs assessment if they consider that the child's needs cannot be met within the resources normally available to the early years setting.
- Children aged under age two are eligible where an assessment has indicated that the child is likely to have SEN which requires an EHC plan when they reach compulsory school age.
- When a child's needs appear to be sufficiently complex, or the evidence suggest specialist intervention then the local authority is likely to conclude that an EHC plan is necessary
- The local authority should fully involve the parent and must seek advice from the setting in making decisions about undertaking an EHC assessment and preparing an EHC plan.
- Settings should prepare by collating information about the child's SEND including:
 - documentation on the child's progress in the setting
 - interventions and support provided to date
 - evidence of external agency assessment, support and recommendations
 - parental views and wishes (and where appropriate those of the child)

The information will then be submitted to the local authority to allow them to accurately assess the child in the context of the support already given.

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- The local authority must inform the child's parents of their decision within six weeks of receiving a request for an assessment and give its reasons for their decision. If the local authority decides to conduct an assessment, it must ensure the child's parents are fully included right from the beginning and are invited to contribute their views. If the local authority subsequently decides not to conduct an assessment it must then inform the parents of their right to appeal that decision, of the requirement for them to consider mediation should they wish to appeal.
- If the local authority decides that a statutory EHC plan is not necessary, it must notify the parents and inform the provider, giving the reasons for the decision. This notification must take place within 16 weeks of the initial request or of the child having otherwise been brought to the local authority's attention.
- If the decision following an assessment is to compile an EHC plan the local authority should consult collaboratively with the parents in the preparation of the plan ensuring that their views and their child's preferences are taken into account and that plans describe positively what the child can do and has achieved to date.
- Plans are evidenced based and focus on short term outcomes and long-term aspirations for the child including family and community support. Parents have the right to request a particular provision for their child to be named within their EHC plan.
- If an early years setting is named, the local authority must fund this provision. They cannot force a setting to take a child and can only name the provision in the EHC if the setting agrees.
- Local authorities should consider reviewing an EHC plan for a child under age five at least every three to six months. Such reviews would complement the duty to carry out a review at least annually but may be streamlined and not necessarily require the attendance of the full range of professionals, depending on the needs of the child. The child's parents must be fully consulted on any proposed changes to the EHC plan and made aware of their right to appeal to the Tribunal.

External intervention and support

Where external agency intervention has been identified to help support a child with SEND then this intervention should be recommended in writing by a suitably reliable source such as a speech and language therapist, paediatrician or educational psychologist.

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Further guidance

Special Educational Needs and Disability (SEND) (DfE and DoH 2015)

www.gov.uk/government/publications/send-code-of-practice-0-to-25

Ready, Steady, SENCO (Pre-school Learning Alliance 2018)

Contact a Family helpline@cafamily.org.uk T:0808 808 3535

Toileting Eric's Guide to Potty Training @ eric.org.uk

Prime times – Transition to school

Moving on to school is a major transition in a child's life involving separation from familiar adults and children. Older children have a more secure understanding of 'people permanence' and are able to approach new experiences with confidence. However, they need preparation if they are to approach transition to school with confidence and an awareness of what to expect.

Partnership with schools

- Details of the school that a child will be attending are recorded in the child's file along with the name of the reception class teacher.
- Every effort is made to forge and maintain strong links with all schools that children may attend. The setting manager will approach schools in order to open lines of communication where these have not previously existed.
- Details of the school's transition or settling in procedures are kept by the setting and are referred to so that members of staff are familiar with them and can develop a consistent approach to transition with teachers, parents and children.
- Teachers are welcomed into the setting and sufficient time is made for them to spend both with the child, their parents and with the key person, to discuss and share information that will support the child's transition to school.
- A child's EYFS profile and learning journey record is forwarded to the school along with other information that will aid transition and settling in. Parents receive a copy of this.
- Any action plans relating to a child's additional needs are also shared, where this is in place.
- Other formal documentation such as safeguarding information is prepared in line with procedure 07.6 Transfer of records.

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Partnership with parents

- Key persons discuss transition to school with parents and set aside time to discuss learning and development summaries. Parents are encouraged to contribute to summaries.
- Key persons will discuss with parents how they are preparing their child for school and will share information about how the setting is working in partnership with the school to aid transition.
- Key persons will make clear to parents the information that will be shared with the school, for example, information regarding child protection and work that has taken place to ensure the child's welfare.

Increasing familiarity for children

- Where the setting is on, or adjacent to a school site, there will be opportunities for children to become familiar with staff and school premises, for example shared use of outdoor and indoor spaces, activities and resources.
- Where possible, the key person will take the child to visit the new school, if this is the school's transition policy.
- If there are several schools in a catchment area, or the setting is not within a reasonable distance of the school, other means of familiarisation will be explored. This could be through videos, photographs or other information about the school that can be shown within the setting. Staff may borrow resources from the schools and will use these with the children.

Preparing children for leaving

- Children and parents form bonds with adults and children in the setting and will need preparation for separating from the relationships they have formed.
- The child's last day should be prepared for in advance and marked with a special celebration or party that acknowledges that the child is moving on.
- Parents should not be discouraged from bringing the child for the occasional brief visit, as separations often take time to complete. Sometimes children need the reassurance that their nursery/pre-school is still there and that they are remembered.

Westnewton Pre-school

Progress check at age two

- A template for completing the two-year-old progress check is provided as 09.15a Progress check at age two template.
- The key person is central to the progress check and must be the person completing it.
- Settings should take guidance from their local authority as to when the progress check at age two is completed; if no such guidance is provided, the progress check is completed when the child is between 26 and 30 months old. The child should be attending the setting for at least 1 term before the check is completed.
- Once the timing of the child's progress check is confirmed, parents are invited to discuss their child's progress at a mutually convenient time.
- The setting must seek to engage both parents and make allowance for parents who do not live with their child to be involved.

Completing the progress check at age two

- On-going observational assessment informs the progress check and must be referred to.
- Children's contributions are included in the report. Staff must be 'tuned in' to the ways in which very young children, or those with speech or other developmental delay or disability, communicate/
- Where any concerns about a child's learning and development are raised these are discussed with the parents, the SENCo and the setting manager.
- If concerns arise about a child's welfare, they must be addressed through 06 Safeguarding children, young people and vulnerable adults procedures.
- The key person must be clear about the aims of the progress check as follows:
 - to review a child's development in the three prime areas of the EYFS
 - to ensure that parents have a clear picture of their child's development
 - to enable practitioners to understand the child's needs and, with support from practitioners, enhance development at home
 - note areas where a child is progressing well and identify any areas where progress is less than expected

Westnewton Pre-school

- describe actions the provider intends to take to address any developmental concerns (working with other professionals as appropriate)

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Progress check at age two form

Childs Name: _____ DOB: _____ Age: (in months) _____

Key Date: _____ person: _____

Personal, social and emotional development Self-confidence and self- Making relationships
 Managing feelings and

awareness

behaviour

--	--	--

Developmental stage: _____ Developmental stage: _____ Developmental stage: _____

Communication and language

Listening and attention

Understanding

Speaking

--	--	--

Developmental Stage: _____ Developmental Stage: _____ Developmental Stage: _____

Physical development

Moving and handling

Health and self-care

--	--

Developmental stage: _____ Developmental stage: _____

Please use this space to comment on 'how' the child learns (characteristics of effective learning)

Westnewton Pre-school

Playing and exploring:

Active learning:

Creative and critical thinking:

Is (insert name of child) meeting developmental milestones?

Are there any specific areas of concern?

Parents' comments including further information about (insert name of child)'s interests, achievement:

What next?

**Date shared with
parents:**

Further actions agreed (if required)

Westnewton Pre-school

Parent Code of Conduct

Introduction

We are very fortunate to have a supportive and friendly committee. Our parents recognise that educating children is a process that involves partnership between parents, teachers and the Pre-school community. As a partnership, our parents/carers will understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of our Pre-school.

Purpose and Scope

The purpose of this policy is to provide a reminder to all parents, carers and visitors to our Pre-school about the expected conduct. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding.

Guidance

We expect parents, carers and visitors to:

- Respect the caring ethos and values of our school
- Understand that both teachers and parents need to work together for the benefit of their children.
- Demonstrate that **all** members of the Pre-school community should be treated with respect and therefore set a good example in their own speech and behaviour.
- Seek to clarify a child's version of events with the Pre-school's view in order to bring about a peaceful solution to any issue.
- Correct own child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour.
- Approach the Pre-school to help resolve any issues of concern.
- Avoid using staff as threats to admonish children's behaviour.

In order to support a peaceful and safe Pre-school environment the Pre-school cannot tolerate parents, carers and visitors exhibiting the following:

Westnewton Pre-school

- Disruptive behaviour which interferes or threatens to interfere with the operation of the nurse and Pre-reception classrooms, the employee's office area, or any other area of the Pre-school.
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper.
- Threatening to do actual bodily harm to a member of Pre-school staff, Committee member, visitor, fellow parent/carer or pupil regardless of whether or not the behaviour constitutes a criminal offence.
- Damaging or destroying Pre-school property.
- Abusive, threatening, demanding, bullying, e-mails or text/voicemail/phone messages or other written communication.
- Defamatory, offensive or derogatory comments regarding the Pre-school or any of the pupils/parent/staff, at the Pre-school on Facebook or other social sites. (See Appendix 1). Any concerns you may have about the Pre-school must be made through the appropriate channels by speaking to the teachers, manager or the Chair of the Committee, so they can be dealt with fairly, appropriately and effectively for all concerned.
- The use of physical aggression towards another adult or child.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- Smoking and consumption of alcohol or other drugs whilst on Pre-school property.
- Dogs being brought on to Pre-school premises without permission.

Should **any** of the above behaviour occur on Pre-school's premises the Pre-school may feel it is necessary to contact the appropriate authorities and if necessary, even ban the offending adult from entering the Pre-school grounds.

We trust that parents and carers will assist our Pre-school with the implementation of this policy and we thank you for your continuing support of the Pre-school.

Contacting

Any emails or text messages will only be answered within the operating hours of the Pre-school.

Appendix 1: Inappropriate use of Social Network Site

Social media websites are being used increasingly to fuel campaigns and complaints against Pre-schools, manager, school staff, and in some cases other parents/students. The Committee considers the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the whole Pre-school community. Any concerns you may have must

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be made through the appropriate channels by speaking to the teachers, manager or the Chair of the Committee, so they can be dealt with fairly, appropriately and effectively for all concerned.

In the event that any student or parent/carer of a child/ren being educated in the Pre-school is found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content, which can be posted, on the site and they provide robust mechanisms to report contact or activity which breaches this. The Pre-school will also expect that any parent/carer or student removes such comments immediately.

In serious cases the Pre-school will also consider legal options to deal with any such misuse of social networking and other sites.

We would expect that parents would make all persons responsible for collecting children aware of this policy.

Persons Causing Nuisance / Disturbance on School Premises

Section 547 of the Education Act 1996

School premises are private property and parents have been granted permission from the school to be on school premises. However, in case of abuse or threats to staff, pupils or other parents, school may ban parents from entering school.

It is also an offence under section 547 of the Education Act 1996 for any person (including a parent) to cause a nuisance or disturbance on school premises. The police may be called to assist in removing the person concerned.

School is not responsible for organising arrangements for children in the above circumstances. Parents will need to provide alternative arrangements for bringing children into school.

Working in partnership with parents and other agencies policy

Alongside associated procedures in 10.1-10.2 Working in partnership with parents and other agencies, this policy was adopted by *West Newton Pre-school* on *September 2021*

Aim

We actively promote partnership with parents and recognise the importance of working in partnership with other agencies to promote the well-being of children and their families. This includes signposting parents to support as appropriate.

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

Westnewton Pre-school

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

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

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

Objectives

- We believe that parents are children's first and most enduring educators and our practice aims to involve and consult parents on all aspects of their child's well-being.
- We also recognise the important role parents must play in the day-to-day organisation of the provision.
- We consider parents views and expectations and will give the opportunity to be involved in the following ways:
 - sharing information about their child's needs, likes, achievements and interests
 - settling in their child to the agreed plan according our settling in procedures
 - taking part in children's activities and outings
 - contributing with ideas or resources as appropriate to enhance the curriculum of the setting
 - taking part in early learning projects, sharing with practitioners knowledge and insights about their child's learning
 - contributing to assessment with information, photos and stories that illustrate how their child is learning within the home environment, taking part in day-to-day family activities
 - taking part in discussion groups

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- taking part in planning, preparing, or simply participating in social activities organised within the setting
- taking part in a parent forum to encourage the democratic participation of parents in discussions about the day-to-day organisation of the setting, consulting about new developments and other matters as they arise
- involvement in the review of policies and procedures
- Ofsted and setting contact details are displayed on the parent notice board for parents who have a complaint that cannot be resolved with the setting manager in the first instance, or where a parent is concerned that the EYFS standards are not being maintained

Partnership and signposting to other agencies

- We are committed to ensuring effective partnership with other agencies including:
 - local authority early years services about the EYFS, training and staff development
 - local programmes regarding delivering children's centres or the childcare element of children's centres
 - social welfare departments regarding children in need and children who need safeguarding or for whom a child protection plan is in place
 - child development networks and health professionals to support children with disabilities and special needs
 - local community organisations and other childcare providers
 - Ofsted and setting contact details are made available to other agencies who have a complaint that cannot be resolved with the Setting Manager in the first instance, or where a parent is concerned that the EYFS welfare standards are not being maintained. **Legal references**

Childcare Act 2006

Education Act 2011

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Complaints procedure for parents and service users

We try to deal with issues as they arise in an informal way, but parents may wish to exercise their right to make a formal complaint. They are informed of the procedure to do this and complaints are responded to in a timely way. The same procedures apply to agencies who may have a grievance or complaint.

Parents

- If a parent is unhappy about any aspect of their child's care or how he/she feels he/she has been treated, this should be discussed with the child's key person. The key person will listen to the parent and acknowledge what he/she is unhappy about. The key person will offer an explanation and an apology if appropriate. The issue and how it was resolved is recorded in the child's file and Complaint Investigation Record. The recording will also make clear whether the issue being raised relates to a concern about quality of the service or practice, or a complaint. For allegations relating to serious harm to a child caused by a member of staff or volunteer the procedure will be followed.
- Complaints will only be dealt with in term time only.

Contacting

Any emails or text messages will only be answered within the operating hours of the Pre-school.

Making a complaint

Policy statement

Our setting believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

Procedures

Westnewton Pre-school

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

Making a complaint

Making a complaint

Stage 1

Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her concerns with the setting leader either verbally or in writing. If the complaint is regarding the setting manager then the complaint must be directed to the chair of the preschool committee either verbally or in writing.

Mrs S Shardlow or Mrs D. Scott (Chair)

Westnewton Pre-School,

St. Matthew's CE School

Westnewton

Wigton, CA7 3NT

Most complaints should be resolved amicably and informally at this stage.

Stage 2

If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the setting leader and the chair of the management committee. If the complaint is regarding the setting manager then the complaint must be directed to the chair of the preschool committee either verbally or in writing.

Mrs S Shardlow or Mrs D. Scott (Chair)

Westnewton Pre-School,

St. Matthew's CE School

Westnewton

Wigton, CA7 3NT

- The setting stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the setting leader may wish to store all information relating to the investigation in a separate file designated for this complaint.

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- The Manager or Chair will write to the parent to acknowledge receipt of the complaint and tell the parents that their concerns are being investigated and they will be contact in due course. When the investigation into the complaint is completed, the setting leader and/or chair of the management committee will meet with the parent to discuss the outcome.
- Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summative points are logged.
If at any point you are not satisfied with how the complaint is being dealt with you can contact Ofsted Early Years directly:- <http://www.ofsted.gov.uk/early-years-andchildcare/information-for-parents-and-carers/complain-about-early-years-or-childcareprovider>

Telephone No 0300 123 1231

www.ofsted.gov.uk/parents

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

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements of the Early Years Foundation Stage are adhered to.
- The number to call Ofsted with regard to a complaint is:

Telephone No 0300 123 1231

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

Records

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

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- The setting manager ensures that parents know they can complain to Ofsted by telephone or in writing at any time as follows:

Applications, Regulatory and Contact (ARC) Team, Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD or telephone: 0300 123 1231

Agencies

- If an individual from another agency wishes to make a formal complaint about a member of staff or any practice of the setting, it should be made in writing to the setting manager. ▪ The complaint is acknowledged in writing within 10 days of receiving it.
- The setting manager investigates the matter and meets with the individual to discuss the matter further within 28 days of the complaint being received.
- An agreement needs to be reached to resolve the matter.
- If agreement is not reached, the complainant may write to the setting manager's line manager, who acknowledges the complaint within 5 days and reports back within 14 days.
- If the complainant is not satisfied with the outcome of the investigation, they are entitled to appeal and are referred to the owners/directors/trustees.

Ofsted complaints record

- Legislation requires settings to keep a record of complaints and disclose these to Ofsted at inspection, or if requested by Ofsted at any other time.
- The record of complaints is a summative record only.

A record of complaints will be kept for at least 3 years.

- In all cases where a complaint is upheld a review will be undertaken by the owners/directors/trustees to look for ways to improve practice where it is required.

This procedure is displayed on Parent Notice Board.

Further guidance

Complaint Investigation Record (Pre-school Learning Alliance 2015)

Employment and staffing

Policy Statement

Westnewton Pre-school

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

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

Procedures

- We require students on qualification courses to meet the 'suitable person' requirements of Ofsted and have DBS checks carried out.
- We require schools placing students under the age of 16 years with the setting to vouch for their good character.
 - We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students on long term placements and volunteers who are aged 17 or over and trainee staff employed by the setting may be included in the ratios if they are deemed competent.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to keep to our confidentiality policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.
- EYFS
- Good practice Procedure for Staff recruitment-checklist when recruiting?
 - Comprehensive application form

Westnewton Pre-school

- Full contact details
- Emergency contact details
- Full Employment history (*accounting for any gaps in service*)
- Proof of ID
- Proof of qualifications
- Right to work in UK
- CRB / DBS number
- Evidence of home address
- Medical suitability
- Disclosure of any convictions, cautions, court orders, warnings or disqualifications by association which affect their suitability to work with children

Emergency evacuation procedure

.At Westnewton Pre-school the cover procedures for practice drills including:

8. How children are familiar with the sound of the fire alarm (through fire Drill practices, every half term).
9. How the children staff and parents know where the fire exits are, (Fire exits are clearly marked in the School).
10. How children are led from the building to the assembly point (Children's Key workers ensure their children are lined up and evacuated from the building to a place of safety- St. Matthew's CE School's top corner of the playground.
11. How they will be accounted for and who by (The register-Children's Key workers are responsible for their own group and the staff sign in sheet to account for staffs in the building).
12. How long it takes to get the children out safely (Time noted on the fire drill practice sheet).
13. Who calls the emergency services and when in the event of a real fire (The emergency services are called by the Manager, Deputy Manager or school secretary after evacuating the building).
14. How parents are contacted (The parents are contacted by the school secretary or pre-school manager).

The fire drill record book must contain:

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

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9. Funded 2,3 and 4-year-old information displayed/ Childcare choices information displayed
10. <https://www.childcarechoices.gov.uk/>
11. Are you aware of the guidance on sharing information with relevant services when there are safeguarding concerns: Information sharing advice for safeguarding practitioners
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Retirement policy

Introduction

- 1.1 The Retirement Policy aims to clarify the obligations that the setting and its employees have in relation to retirement. This policy details some options employees have available to them when considering retirement.
- 1.2 This policy incorporates the statutes relating to the Employment Equality (Age) Regulations 2006.

Principles

- 2.1 The normal retirement age within the setting, in line with the national “default retirement” age, is 67 years.
- 2.2 The setting believes, wherever possible, that individuals should be able to continue working beyond this age and will therefore consider applications to work beyond the default retirement age on an individual basis, based on business need and merit.
- 2.3 The setting will take all reasonable steps to accommodate an employee’s request to continue working beyond their default retirement age and have a range of options for flexible or phased retirement programs. As each job role and individual’s personal circumstances are different the options should assist in meeting the needs of individuals and the business.
- 2.4 Employees nearing retirement age should advise their manager as early as possible as to their intentions to retirement. This will help the setting with its succession planning and assist employees who wish to continue working beyond the default age, by allowing managers to carefully consider any requests and possible employment options available to them.

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Procedure

3.1 Employees will receive notification of their default retirement age from managers between 6 and 12 months prior to this date, providing details of their right to request to work beyond this date.

3.2 Employees should respond to this letter stating their intentions and providing details of any flexible working arrangements they wish to be considered (please see Flexible Retirement Guidance Notes) at this stage.

3.3 Employee's requests to work beyond the default retirement age should be made to managers between 4 and 6 months prior to the default age.

Requests should clearly specify whether their wish is to:

- stay within the employment of the setting until the age of 70
- continue their employment with the setting until a specified date
- continue their employment on a fixed-term period

3.4 Employees should also state any flexible working options that they wish to be considered, alongside the above information.

3.5 Once a request has been received by a manager the employee will be invited to attend a meeting, within 21 days, to discuss the feasibility of the request.

3.6 Within 15 days of the meeting the manager will write to the employee, confirming their decision, after considering the representations made by the employee and the general business needs that might affect any decisions.

3.7 Employees will have the right to appeal a decision not to authorize the request. An appeal letter should state the grounds of any appeal and be sent to the manager within 15 days of the decision letter being sent.

3.8 The setting's decision in any request to work beyond the stated default date will be reasonable, based on individual circumstances and business need.

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3.9 If following an appeal the setting does not wish to authorize the decision to continue working then the decision will be final.

Employee's Code of Conduct

The Code of Conduct forms part of an employee's contract. Failure to comply with the associated Westnewton Pre-School policies may result in disciplinary action being taken and Westnewton Pre-School reserves the right to take legal action against employees where breaches of the Code warrant such action.

12. Staff should remember that the welfare of the child should always come first.
13. Staff should provide an example of good conduct that you wish others to follow.
14. Staff should not raise their voices in front of children.
15. Staff should only restrain children for their own safety or the safety of others.
16. Adults and children have a responsibility to treat each other with dignity and respect.
17. Staff should be able to tune into the children's physical, verbal and gesture/sign language, to understand and interpret what is being expressed.
18. Diversity is a tremendous asset at Westnewton Pre-School and we are committed to providing equality of opportunity and will not tolerate any illegal discrimination or harassment based on race, colour, religion, sex, national origin or any other class.
19. We encourage all staff to challenge any behaviour (staff, parent, child) that goes against this ethos
20. Ensure that your behaviour at work or outside does not cause embarrassment to Westnewton Pre-School or reflect negatively on Westnewton Pre-School in a way that would bring its reputation into disrepute or cause a loss of public confidence. This includes through the use of social networking sites.
21. Staff must adhere to Westnewton Pre-School's Safeguarding Policy, First aid Policy and Administering Medicines Policy. Noncompliance will be viewed as Gross Misconduct.
22. Staff should be clear about the purpose of any activity, which involves photography or video of children. Staff must not take, display or distribute images of children, unless they have consent to do so.

Westnewton Pre-school

23. Staff must report any behaviour by colleagues that raises concerns, by following Westnewton Pre-School's Whistle Blowing Policy. Staff must take responsibility for recording and reporting any incident, which may result in being misinterpreted and/or an allegation being made.
- 24.
25. **At Westnewton Pre-school** Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies.
- 26.
27. Although this can be difficult this is particularly important where the welfare of children may be at risk.
- 28.
29. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation.
- 30.
31. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk.
- 32.
33. Remember it is often the most vulnerable children or young people who are targeted. These children need someone like you to safeguard their welfare
34. *The environment enabled a culture to develop in which staff did not feel able to challenge some inappropriate behaviour by George. Staff working at the nursery became increasingly uncomfortable and worried about George's behaviour but felt they had nowhere to go with these feelings. Plymouth Serious Case Review – Little Teds Nursery (5.62) March 2010*
35. *Fire Safety Risk Assessment - Educational Premises (HMG 2006)*
www.communities.gov.uk/publications/fire/firesafetyrisk6
36. Regulatory Reform (Fire Safety) Order 2005 www.opsi.gov.uk/si/si2005/20051541.htm
37. Working together to safeguard children 2018
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
38. What to do if you're Worried a Child is Being Abused (HMG 2006) Revised advice for practitioners 2015. <https://www.gov.uk/government/publications/what-to-do-if-youreworried-a-child-is-being-abused--2>

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39. Working Together to Safeguard Children (revised HMG 2018) *setting*

<https://www.gov.uk/government/publications/working-together-to-safeguard-children->

[-2 https://learning.nspcc.org.uk/research-resources/schools/keeping-childrensafe-in-education-caspar-briefing](https://learning.nspcc.org.uk/research-resources/schools/keeping-childrensafe-in-education-caspar-briefing) **Westnewton Pre-school**

Contact a Family helpline@cafamily.org.uk T:0808 808 3535

Toileting Eric's Guide to Potty Training @ eric.org.uk

Employment and staffing

Policy Statement

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

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

Procedures

- We require students on qualification courses to meet the 'suitable person' requirements of Ofsted and have DBS checks carried out.
- We require schools placing students under the age of 16 years with the setting to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students on long term placements and volunteers who are aged 17 or over and trainee staff employed by the setting may be included in the ratios if they are deemed competent.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.

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- We require students to keep to our confidentiality policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.
- Procedure for Staff recruitment-checklist when recruiting?
 - Comprehensive application form
 - Full contact details
 - Emergency contact details
 - Full Employment history (*accounting for any gaps in service*)
 - Proof of ID
 - Proof of qualifications
 - Right to work in UK
 - CRB / DBS number
 - Evidence of home address
 - Medical suitability
 - Disclosure of any convictions, cautions, court orders, warnings or disqualifications by association which affect their suitability to work with children

□

This policy was adopted at a meeting of Westnewton Pre-school name of setting

Signed on behalf of the management _____ (date)
committee

Reviewed date-Signed on behalf of the _____ (date)
management committee

Reviewed date-Signed on behalf of the management _____
committee

Reviewed date-Signed on behalf of the management _____
committee _____

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Emergency evacuation procedure

.At Westnewton Pre-school the cover procedures for practice drills including:

15. How children are familiar with the sound of the fire alarm (through fire Drill practices, every half term).
16. How the children staff and parents know where the fire exits are, (Fire exits are clearly marked in the School).
17. How children are led from the building to the assembly point (Children's Key workers ensure their children are lined up and evacuated from the building to a place of safety- St. Matthew's CE School's top corner of the playground).
18. How they will be accounted for and who by (The register-Children's Key workers are responsible for their own group and the staff sign in sheet to account for staffs in the building).
19. How long it takes to get the children out safely (Time noted on the fire drill practice sheet).
20. Who calls the emergency services and when in the event of a real fire (The emergency services are called by the Manager, Deputy Manager or school secretary after evacuating the building).
21. How parents are contacted (The parents are contacted by the school secretary or pre-school manager).

The fire drill record book must contain:

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

Legal framework

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

Further guidance

Fire Safety Risk Assessment - Educational Premises (HMG 2006)

www.communities.gov.uk/publications/fire/firesafetyrisk6 We believe that children benefit most from early years education and care when parents and settings work together in partnership.

Westnewton Pre-school

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

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

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

WESTNEWTON PRE-SCHOOL

Parental Behaviour Policy

We believe staff, parents and children are entitled to a safe and protective environment in which to work. Behaviour that will cause harassment, alarm or distress to users of the setting is contrary to the aims of the setting.

Aims:

That all members of the Pre-school community treat each other with respect.

Expectation:

That adults set a good example to children at all times, showing them how to get along with all members of the Pre-school and the wider community

That no members of staff, parents or children are the victims of abusive behaviour or open to threats from other adults on the school premises.

Physical attacks and threatening behaviour, abusive or insulting language verbal or written, to staff, committee, parents and carers, children and other users of the Preschool premises will not be tolerated and will result in withdrawal of permission to be on Pre-school premises.

Any parent who is asked to leave the Pre-school premises will have the right to appeal the decision by writing to the Chair of Committee.

Please note that incidents of rudeness will be logged with the Chair of the committee

Responsibilities:

It is the responsibility of the committee to monitor and review this policy.

Westnewton Pre-school

Signed Date 1/9/2021

Chair Denise Scott

WESTNEWTON PRE SCHOOL **Procedure for managing the late payment of fees**

- 1 If a parent is two months late with fees the arrears will be highlighted on the next invoice.
- 2 If a parent is 3 months late with the fees a general letter will sent out with the next month's invoice (letter1 appendix)
- 3 If the parent is 4 months late the name, address and arrears amount will be passed to the chair, the chair will send the policy and a letter, the parent will then have 28 days to clear the debt, if the fees are still owing after 28 days the parent will be informed that the child cannot attend the setting until the fees are brought up to date.
- 4 If a parent doesn't respond to after 5 months the matter will progress to the small claims court.

Signed 01/09/2021 Chair -Denise Scott

This policy was adopted at a meeting of Westnewton Pre-school name of setting

Signed on behalf of the management committee _____ (date)

Reviewed date-Signed on behalf of the management committee _____ (date)

Reviewed date-Signed on behalf of the management committee _____

Reviewed date-Signed on behalf of the management committee _____

Westnewton Pre-school

Charity number 1147216
Company number 08044201

The above policies were adopted at a meeting of

Held on _____ (date)

Date to be reviewed _____ (date)

Signed on behalf of the management committee

Name of signatory

Date	Names of Committee members present	I have read and understood the Policies and Procedures for the EYFS	signature