



POLICIES

The June Farmery Building, Water End Road, Potten End, Berkhamsted, Herts. HP4 2QW
Tel: 01442 877489 Email: pottenendpreschool@btinternet.com www.pottenendpreschool.co.uk

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Glossary

1. Admissions Policy

Statement of Intent

It is our intention to make our Pre-School accessible to children and families from all sections of the local community.

Aim

We aim to ensure that all sections of our community have access to the Pre-School through open, fair and clearly communicated procedures. We believe we operate a fair and equal admissions policy.

Methods

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

- We ensure that the existence of the Pre-School is widely promoted in places accessible to all sections of the community.
- We ensure that information about our Pre-School is accessible – through our Parent Information Pack, general visits and website.
- A registration form is completed for each child wishing to attend our Pre-School at a future date along with a refundable administration fee of £25 which is returned in full (as a reduction in the first term's fees) when the child starts at the Pre-School. This fee is also refunded if a child starts in a later term than the term initially requested (for any reason), and if a child cannot be offered a place within a reasonable period of time.
- Our Admissions criteria gives priority to children as follows:
 - a) to children with special social circumstances
 - b) to children who will reach the age of 2 years during the term in which they start (minimum admission age: 2 years), on a first come first served basis of when they were registered on the waiting list
 - c) to funded children
 - d) to children living in Potten End
 - e) to nursery age children
- We try to keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- We describe our Pre-School and its practices in terms which make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
- We admit children regardless of their gender, any exceptional needs, disabilities, background, religion, ethnicity or competence in spoken English.
- We make our equal opportunities policy widely known.
- We consult with families about the opening times of the Pre-School to avoid excluding anyone.
- We are flexible about attendance patterns to accommodate the needs of individual children and families.

NOTE: Where the appropriate policies have been followed, the Management Committee considers the decision of the Pre-School Manager to be **final** in matters relating to the offer of a Pre-School or Upper Pre-School place.

Upper Pre School (UPS)

NOTE: Your child's attendance at Pre-School does **not** guarantee an UPS place. The registration process described hereafter must be followed in order for your child to be offered an UPS place:

- In the Spring term we will hold a meeting to introduce parents/carers of children attending the main Pre-School to the possibility of staying on to UPS as an alternative to a school nursery place. A registration form will be made available at this time.
- Registration forms should be completed and returned to the Pre-School and responses to these will be recorded in order of date of receipt by the Pre-School.
- Places will then be offered on a 'first come, first served' basis by the end of the Spring term. Once offered, you **must** confirm your acceptance of your child's place within 14 days, in order to formally secure it. If you do not do so, the Pre-School reserves the right to withdraw the offer without further notice.

At this time, the possibility of using the 30 hours government funding option will be discussed.

2. Promoting Positive Behaviour Policy

Policy statement

At Potten End Pre-School we believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

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

Procedures

In order to manage children's behaviour in an appropriate way we will:

- designate a member of staff as Behaviour Co-ordinator, to have overall responsibility for issues concerning behaviour. Currently our Behaviour Co-ordinator is Katy Ratcliffe.
- attend relevant training to help understand and guide appropriate models of behaviour;
- implement the setting's behaviour procedures including the stepped approach;
- have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary.

Stepped approach

Step 1

- We will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policies and procedures;
- We will be knowledgeable with, and apply the setting's procedures on Promoting Positive Behaviour;
- We will undertake an annual audit of the provision to ensure the environment and practices support healthy social and emotional development. Findings from the audit are considered by management and relevant adjustments applied.
- We will ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).

Step 2

- We address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.
- Behaviours that result in concern for the child and/or others will be discussed between the key worker, the Behaviour Co-ordinator and Special Educational Needs Co-ordinator (SENCO) or/and manager. During the meeting, the key worker will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and, if successful, normal monitoring resumed.
- If the behaviour continues to occur and remain a concern then the key worker should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If a cause for

the behaviour is not known or only occurs whilst in the setting then the SENCO will suggest using a focused intervention approach to identify a trigger for the behaviour.

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

Step 3

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the Behaviour Co-ordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.
- It may be agreed that the Common Assessment Framework (CAF) or Early Help process should begin and that specialist help be sought for the child – this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding Children and Child Protection Policy. It may also be agreed that the child should be referred for an Education, Health and Care assessment. (See SEND Policy).
- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

Initial intervention approach

- We use an initial problem solving intervention for all situations in which a child or children are distressed or in conflict. All staff use this intervention consistently.
- This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.
- Periodically the effectiveness of the approach will be checked.

Focused intervention approach

- The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key worker and parents.
- Where we have considered all possible reasons, then a focused intervention approach should then be applied.
- This approach allows the key worker and Behaviour Co-ordinator to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- We follow the ABC method which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

Use of rewards and sanctions

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet an adult's own expectations in order to obtain a reward (or

for fear of a sanction). If used, then the type of rewards and their functions must be carefully considered before applying.

- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary, children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

Use of physical intervention

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should not use physical intervention - or the threat of physical intervention - to manage a child's behaviour unless it is necessary to use "reasonable force in order to prevent children from injuring themselves or others or damage property" (EYFS).
- If "reasonable force" has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being.

Further guidance

- Special Educational Needs and Disability Code of Practice (Department for Education 2014)

3. Safeguarding children and child protection

Policy statement

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

Procedures

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

Key commitment 1

We are committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of our service delivery.

- Our designated persons (members of staff) who co-ordinate child protection issues are: Lisa Scales (Manager) , Kay Dibben (Deputy Manager), Sharon Kinder (Upper Pre-School Leader)
- A Trained Designated Safe Guarding Officer is contactable at all times during opening hours
- We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
- All staff have an up-to-date knowledge of safeguarding issues.
- Adequate and appropriate staffing resources are provided to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
- Enhanced criminal records and barred lists checks are carried out on anyone living or working on the premises
- Volunteers do not work unsupervised.
- Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - the criminal records disclosure reference number;
 - the date the disclosure was obtained; and
 - details of who obtained it.
- All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us). In addition they are made aware that they are expected to disclose information about any person they are in a relationship with or they share accommodation with, which could lead to the member of staff's or volunteer's disqualification by association.
- We notify the Disclosure and Barring Service of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
- All staff are DBS checked and as they come up for renewal they are enrolled in the Annual Update Service
- Procedures are in place to record the details of visitors to the setting.
- Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

- If the person collecting a child at the end of the session is not the parent or carer who usually collects that child, parents are informed that they should provide us beforehand with the details of the person who will be collecting their child on that particular day, and set a password which the person collecting must give to our staff before the child will be released to them. This procedure is followed even if the person collecting is another family member but who is not known to our staff. Please refer to the Non-Collection of Children Policy.
- Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.

Use of mobile phones and cameras
Please refer to our E-Safety Policy.

Key commitment 2

We are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG 2015).

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
 - significant changes in their behaviour;
 - deterioration in their general well-being;
 - their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
 - changes in their appearance, their behaviour, or their play;
 - unexplained bruising, marks or signs of possible abuse or neglect; and
 - any reason to suspect neglect or abuse outside the setting.
- We take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability.
- We are aware of other factors that affect children's vulnerability such as, abuse of disabled children; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, such as through internet abuse; and Female Genital Mutilation; that may affect, or may have affected, children and young people using our provision.
- We also make ourselves aware that some children and young people are affected by gang activity, by peer-on-peer abuse, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- Where we believe that a child in our care or that is known to us may be affected by any of these factors, we follow the procedures below for reporting child protection concerns.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the 'designated person'. The information is stored on the child's personal file.
- We refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children Board.
- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person's refusal to consent to share information if it feels

that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
 - listens to the child, offers reassurance and gives assurance that she or he will take action;
 - does not question the child;
 - makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.
- These records are signed and dated and kept in the child's personal file, which is kept securely and confidentially.
- The member of staff acting as the 'designated person' is informed of the issue at the earliest opportunity.
- Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

Making a referral to the local authority children's social care team

- We follow the procedures set down by our Local Safeguarding Children Board for recording concerns and making a referral to the local authority children's social care team.

Informing parents

- Parents are normally the first point of contact. Concerns are discussed with parents to gain their view of events, unless it is felt that this may put the child in greater danger.
- Parents are informed when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed in greater danger.
- This will usually be the case where the parent is the likely abuser. In these cases, the social workers will inform parents.

Liaison with other agencies

- We work within the Local Safeguarding Children Board guidelines.
- The current version of 'What to do if you're worried a child is being abused' is available for parents and staff and all staff are familiar with what they need to do if they have concerns.
- We have procedures for contacting the local authority regarding child protection issues to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.
- We notify Ofsted of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

Allegations against staff

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:
 - inappropriate sexual comments;
 - excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the Local Authority Designated Officer (LADO) to investigate:

<i>Tony Purvis</i>	<i>(name and phone</i>
<u>01992 555420</u>	<i>number)</i>
- We also report any such alleged incident to Ofsted, as well as what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management team and children's social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families throughout the process.

Disciplinary action

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

Key commitment 3

We are committed to promoting awareness of child abuse issues throughout our training and learning programmes for adults. We are also committed to empowering young children, through our early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training

- Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- Designated persons receive training every 18 months in accordance with that recommended by the Local Safeguarding Children Board.
- We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.

Planning

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others.

Curriculum

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.

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

Confidentiality

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

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns (not only in connection with children attending the setting but also other children associated with them who we have contact with, such as their siblings), information sharing, monitoring of the child, and liaising at all times with the local children's social care team.
- Parents are asked to respect the safeguarding framework the setting works within, and are reminded that staff are under an obligation to report concerns about children known to them (whether they attend the setting or not). Any victimisation, intimidation, or physical or verbal abuse of staff or volunteers will not be tolerated. There are procedures in place for dealing with hostile parents which include, if appropriate, referral of the matter to the Police.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.
- We are committed to supporting families during a period of isolation, such as an enforced pandemic related lockdown when children are unable to directly access the Pre-School. We will provide activities by way of videos on the Tapestry platform to promote development of the children and make regular phone calls to help support families, signposting to external support agencies where we feel it is necessary. We will be conscious that families may be suffering mental health impacts due to any prolonged isolation.

Legal framework

- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)
- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Data Protection Act (1998) Non Statutory Guidance

Further guidance

- Working Together to Safeguard Children (HMG 2015)
- What to do if you're Worried a Child is Being Abused (HMG 2015)
- Keeping Children Safe in Education (HMG 2015)
- Information Sharing (HMG 2015)

- Disclosure and Barring Service: www.gov.uk/disclosure-barring-service-check
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)

Useful contact numbers

- Local Authority Designated Officer (LADO) (Tony Purvis) – 01992 555420
- NSPCC – 0808 800 5000
- Hertfordshire Children's Services – 0300 123 4043
- Hertfordshire Safeguarding Children Board – 01992 588757

4. Complaints Procedure

Statement of Intent

Our Pre-School 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 Pre-School and will give prompt and serious attention to any concerns about the running of the Pre-School. 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.

Aim

We aim to bring all concerns about the running of our Pre-School to a satisfactory conclusion for all of the parties involved.

Methods

To achieve this, we operate the following complaints procedure.

How to Complain

Stage 1 – Discussion with Pre-School Manager

- Any parent who is uneasy about an aspect of the Pre-School's provision talks over, in the first instance, their worries and anxieties with the Pre-School Manager.
- NOTE: for complaints related to admissions and the offer of places, the decision of the Pre-School Manager will be considered final, save for instances where the complainant believes the admissions policy may have been breached, which should move straight to Stage 2.

Stage 2 – Written Complaint

- If this does not have a satisfactory outcome, or if the problem recurs and the parent wishes to make a complaint, they should do so in writing to the Pre-School Manager and the Chair of the management committee. The matter will be discussed with and/or reviewed by the management committee and a written response provided either via Pre-School Management or directly from the committee to the parent, should the committee deem this to be more appropriate.
- Most complaints should be able to be resolved at Stages 1 or 2.

Stage 3 – Face to Face Meeting with Management Committee representation

- If Stages 1 and 2 do not lead to a satisfactory outcome, the parent may request a formal meeting with the Pre-School Manager and the Chair or representative of the management committee. Both the parent and the Pre-School Manager may have a friend, colleague or partner present if required. A written record of the discussion will be made and all parties present at the meeting are requested to sign the record and entitled to receive a copy of it.
- This signed record signifies that the complaints procedure has concluded.

Stage 4 – External Mediation

- In the vast majority of cases, the conclusion reached at Stage 3 will be considered final. However, in exceptional circumstances and at the request of the management committee, an external mediator may be invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action taken so far and provide an impartial view on further ways in which it might be resolved.
- Staff or volunteers from the Early Years Alliance (formerly the Pre-School Learning Alliance) are appropriate persons to be invited to act as external mediators.
- The mediator will keep all discussions confidential. They may hold separate meetings with the

Pre- School personnel (Pre-School Manager, Chair or representative of the management committee) and the parent if this is deemed to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice they give.

- When the mediator has concluded their investigation, a final meeting between the parent, the Pre-School Manager and the Chair of the management committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting to facilitate the discussion.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting is requested to sign the record and entitled to receive a copy of it. This signed record signifies that the procedure has concluded and all outcomes are considered final.

The role of the Office for Standards in Education (Ofsted), Early Years Directorate and Hertfordshire Area Safeguarding Children Authority.

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

The address and telephone number of our Ofsted regional centre are: Ofsted Early Years, NBU, 2nd Floor, Royal Exchange Buildings, St. Ann's Square, Manchester, M2 7LA , telephone: 08456 404040.

These details are displayed on our Pre-School's notice board.

If a child appears to be at risk, our Pre-School follows our Safeguarding Children policy.

In these cases, both the parent and Pre-School are informed and the Pre-School manager works with Ofsted or Hertfordshire Safeguarding Children Board to ensure a proper investigation of the complaint followed by appropriate action.

Records

A record of complaints against our Pre-School and/or the children and/or the adults working in our Pre-School is kept in a locked filing cabinet, including the date, the circumstances of the complaint and how the complaint was managed.

5. Confidentiality and Client Access to Records Policy

Policy statement

'Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case.'

Extract from *Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers* (HM Government 2015)

At Potten End Pre-School, the staff and Manager can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. We have record keeping systems in place that meet legal requirements; the means that we use to store and share that information takes place within the framework of the Data Protection Act (1998) and the Human Rights Act (1998).

This policy and procedure should be read alongside our Children's Records Policy and our Information Sharing Policy.

Confidentiality procedures

- Most things that happen between the family, the child and the setting are confidential to our setting. In exceptional circumstances information is shared, for example with other professionals or possibly social care or the police.
- Information shared with other agencies is done in line with our Information Sharing Policy.
- We always check whether parents regard the information they share with us to be confidential or not.
- Some parents may share information about themselves with other parents as well as with our staff; we cannot be held responsible if information is shared by those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it. We are not responsible should that confidentiality be breached by participants.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our Children's Records Policy) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely (see our Children's Records Policy).
- Personal information about children, families and staff is kept securely in a locked filing cabinet. Only where appropriate is this information made available to relevant parties – please see our policy on Information Sharing.
- We may be required to hand children's personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a s.11 audit, as long as authorisation is seen. We ensure that children's personal files are not handed over to anyone else to look at.
- Any concerns or evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a "need to know" basis – please see our policies on Safeguarding Children and Child Protection and Information Sharing.

- Most information is kept in a manual file. However, our staff may use a computer to type reports, or letters. Apart from the register and financial data, we do not keep electronic records on children, other than in exceptional circumstances.
- Where it is helpful to keep an electronic copy, this will be saved to an external hard drive which is stored in a locked filing cabinet.
- Our staff discuss children's general progress and well-being together in meetings, but more sensitive information is restricted to our Manager and the child's key worker, and is shared with other staff on a "need to know" basis.
- We 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 setting.
- Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
- Where third parties share information about an individual, our staff and Manager check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.
- Parents have ready access to the files and records of their own children but do not have access to information about any other child.
- Staff induction emphasises the importance of confidentiality in the role of the key worker.
- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- When students on Pre-school Learning Alliance or other recognised qualifications and training are observing in the Pre-School, they are advised of our confidentiality policy and required to respect it.
- Staff are not permitted to disclose or share any information about any child learned through their employment at the Pre-School on any social networking media.

Client access to records procedures

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

- 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 our setting has compiled on them.
- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the Manager.
- We acknowledge the request in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
- Our written acknowledgement allows 40 working days for the file to be made ready.
- A reasonable fee (to cover administrative costs) may be charged to the parent.
- Our Manager informs the Chair of the Pre-School Management Committee and legal advice may be sought before sharing a file.
- Our Manager goes through the file with the Chair of the Pre-School Management Committee and ensures that all documents have been filed correctly, that 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.
- We write to each of those individuals explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is.
- They are asked to reply in writing to our Manager giving or refusing consent for disclosure of that material.
- We keep copies of these letters and their replies on the child's file.
- 'Third parties' include each family member noted on the file; so where there are separate entries pertaining to each parent, step parent, grandparent etc, we write to each of them to request third party consent.
- 'Third parties' also include workers from any other agency, including children's social care and the health authority for example. Agencies will normally refuse consent to share information, preferring instead for the parent to be redirected to those agencies for a request to see the file held by that agency.

- Members of our staff should also be written to, but we reserve the right under the legislation to override a refusal for consent or to just delete the name of the staff member and not the information. We may grant refusal 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; or if that information is the basis of a police investigation. However, if the information is not sensitive, then it is not in our interest to withhold that information from a parent. In each case this should be discussed with members of staff and decisions recorded.
- When we have received all the consents/refusals our Manager takes a photocopy of the complete file. On the copy of the file, our Manager removes any information that a third party has refused consent for us to disclose and blank out any references to the third party, and any information they have added to the file, using a thick marker pen.
- The copy file is then checked by the Chair of the Pre-School Management Committee (and if appropriate legal advisors) to verify that the file has been prepared appropriately.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- We photocopy the 'clean copy' again and collate it for the parent to see.
- Our Manager informs the parent that the file is now ready and invites him/her to make an appointment to view it.
- Our Manager and the Chair of the Pre-School Management Committee meet with the parent to go through the file, explaining the process as well as what the content of the file records about the child and the work that has been done. Only the person(s) 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, to ensure it is properly explained to and understood by the parent, we never hand it over without discussion.
- It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. Our recording procedures and guidelines ensure that the material reflects an accurate and non-judgemental account of the work we have done with the family.
- If a parent feels aggrieved about any entry in the file, or the resulting outcome, then we refer the parent to our complaints procedure.
- The law requires that the information we hold must be accurate. If a parent says that the information we hold is inaccurate, then the parent has a right to request for 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, we retain the right not to change that entry, but we can record the parent's view of the matter. In most cases, we would have given a parent the opportunity at the time to state their side of the matter, and it would have been recorded there and then.
- If there are any controversial aspects of the content of a child's file, we must seek legal advice. This might be where there is a court case between parents, where social care or the police may be considering legal action, or where a case has already been completed and an appeal process is underway.
- We never 'under-record' for fear of the parent seeing, nor do we make 'personal notes' elsewhere.

Telephone advice regarding general queries may be made to The Information Commissioner's Office Helpline 0303 123 1113.

All the undertakings above are subject to the paramount commitment of the Pre-School, which is to the safety and well-being of the child. Please see also our policy on Safeguarding Children and Child Protection.

Legal framework

- Data Protection Act 1998
- Human Rights Act 1998

Further guidance

- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)
- Information Commissioner's Office – ico.org.uk

5a. Information Sharing Policy

'Sharing information is an intrinsic part of any frontline practitioners' job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals' lives. It could ensure that an individual receives the right services at the right time and prevent a need from becoming more acute and difficult to meet. At the other end of the spectrum it could be the difference between life and death.'

'Sharing of information between practitioners and organisations is essential for effective identification, assessment, risk management and service provision.'

'Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. No practitioner should assume that someone else will pass on information which may be critical to keeping a child safe.'

'The most important consideration is whether sharing information is likely to safeguard and protect a child.'

Extracts from *Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers* (HM Government 2015).

Policy statement

At Potten End Pre-School we recognise that parents have a right to know that the information they share with us will be regarded as confidential, as well as to be informed about the circumstances when, and the reasons why, we are obliged to share information.

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

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

The responsibility for decision-making should not rely solely on an individual, but should have the back-up of the Management Team. The Management Team provide clear guidance, policy and procedures to ensure all staff and volunteers understand their information sharing responsibilities and are able to respond in a timely, appropriate way to any safeguarding concerns. The three critical criteria are:

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

This policy and procedure should be read alongside our Confidentiality and Client Access to Records Policy and our Children's Records Policy.

Procedures

Our procedure is based on the seven golden rules for sharing information as set out in *Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers* (HM Government 2015). We also follow the guidance on information sharing from the Local Safeguarding Children Board.

1. *Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.*
 - Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information both within the setting, as well as with external agencies.
2. *Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.*

In our setting we ensure parents:

- receive information about our Information Sharing Policy when starting their child in the setting and that they sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
 - have information about our Safeguarding Children and Child Protection Policy; and
 - have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
3. *Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.*
 - Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the child's file.
 - Our Manager routinely seeks advice and support from their line manager, the Chair of the Pre-School Management Committee, about possible significant harm.
 - Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our Manager or Deputy, as designated person, who will contact children's social care for advice where they have doubts or are unsure.
 - Our Manager seeks advice if they need to share information without consent to disclose.
 4. *Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.*
 - We base decisions to share information without consent on judgements about the facts of the case and whether it is 'in the public interest'.
 - Our guidelines for consent are part of this procedure.
 - Our Manager is conversant with this and is able to advise staff accordingly.
 5. *Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.*

In our setting we:

- record concerns and discuss these with our designated person and/or designated officer from the Management Team for child protection matters;
- record decisions made and the reasons why information will be shared and to whom; and
- follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.

6. *Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*

- Our Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.

7. *Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.*

- Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

Consent

When parents choose our setting for their child, they will share information about themselves and their families. This information is regarded as confidential. Parents have a right to be informed that we will seek their consent to share information in most cases, as well as the kinds of circumstances when we may not seek their consent, or may override their refusal to give consent. We inform them as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or when it may be overridden.
- We may cover this verbally when the child starts or include this in our prospectus.
- Parents sign our Enrolment Form at registration to confirm that they understand this.
- We ask parents to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- We consider the following questions when we need to share:
 - Is there legitimate purpose to us sharing the information?
 - Does the information enable the person to be identified?
 - Is the information confidential?
 - If the information is confidential, do we have consent to share?
 - Is there a statutory duty or court order requiring us to share the information?
 - If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?
 - If the decision is to share, are we sharing the right information in the right way?
 - Have we properly recorded our decision?
- 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.
- Consent may be *explicit*, verbally but preferably in writing, or *implicit*, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.
- We draw parents' attention to our Information Sharing Policy.

Separated parents

- 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, we will consider this carefully.
- Where the child is looked after, we may also need to consult the Local Authority, as 'corporate parent' before information is shared.

All the undertakings above are subject to Potten End Pre-School's paramount commitment, which is to the safety and well-being of the child. Please also see our Safeguarding Children and Child Protection Policy.

Legal framework

- Data Protection Act (1998)
- Human Rights Act (1998)

Further guidance

- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)
- What to do if you're worried a child is being abused: Advice for practitioners (HM Government 2015)
- Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government 2015)
- Data Sharing Code of Practice (Information Commissioner's Office 2011, available at ico.org.uk/for-organisations/guidance-index/data-protection-and-privacy-and-electronic-communications/)
- Information Commissioner's Office – ico.org.uk
- Centre of Excellence for Information Sharing – informationsharing.org.uk

6. Equality and Diversity Policy

Statement of intent

Our Pre-School is committed to providing equality of opportunity and anti-discriminatory practice for all children and families.

Aim

We aim to:

- provide a secure environment in which all our children can flourish and in which all contributions are valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different ethnic groups and people with disabilities;
- improve our knowledge and understanding of issues of equality and diversity; and
- make inclusion a thread which runs through all of the activities of the Pre-School.

The legal framework for this policy is:

- Race Relations Act 1976;
- Race Relations Amendment Act 2000;
- Sex Discrimination Act 1986;
- Children Act 1989; and 2004
- Special Educational Needs and Disability Act 2001.

Methods

General

- Our Pre-School is open to all members of the community (see Admissions policy).
- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We aim to provide information to non-English speakers in their own language where possible.
- We ensure that all parents are made aware of our equal opportunities policy.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the Pre-School and in the curriculum offered.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service. This ensures fairness in the selection process. All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

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

Curriculum

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

We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- helping children to understand that discriminatory behaviour and remarks are unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities; and
- ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.

Valuing Diversity in Families

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into the Pre-School.
- We encourage parents/carers to take part in the life of the Pre-School and to contribute fully.
- For families who have a first language other than English, we value the contribution their culture and language offer.
- We offer a flexible payment system for families of differing means.

Food

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

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the Pre-School.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation (if requested) - to ensure that all parents have information about access to the meetings.

7. Equipment and Resources Policy

Statement of intent

We believe that high quality care and education is promoted by providing children with safe, clean, attractive, age and stage appropriate resources, toys and equipment.

Aim

We aim to provide children with resources and equipment which help to consolidate and extend their knowledge, skills, interests and aptitudes.

Methods

In order to achieve this aim:

- we provide play equipment and resources which are safe and - where applicable - conform to the BSEN safety standards or Toys (Safety) Regulation (2011);
- we provide a sufficient quantity of equipment and resources for the number of children;
- we provide resources which promote all areas of children's learning and development, which may be child- or adult-led;
- we select books, equipment and resources which promote positive images of people of all races, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping;
- we provide play equipment and resources which promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children;
- we provide made, natural and recycled materials which are clean, in good condition and safe for the children to use;
- we provide furniture which is suitable for children and furniture which is suitable for adults;
- we store and display resources and equipment where children can independently choose and select them;
- we check all resources and equipment regularly as they are set out at the beginning of each session and put away at the end of each session. We repair and clean, or replace any unsafe, worn out, dirty or damaged equipment;
- we keep an inventory of resources and equipment.
- we use the inventory to:
 - review the balance of resources and equipment so that they can support a range of activities across all areas of play, learning and development; and
 - record the dates and results of checking the resources and equipment;
- we provide adequate insurance cover for the Pre-School's resources and equipment;
- we use the local library and toy library to introduce new books and a variety of resources to support children's interests; and
- we plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges is offered.

8. Food and Drink Policy

Statement of intent

This Pre-School regards snack as an important part of the Pre-School's session/day. Eating represents a social time for children and adults and helps children to learn about healthy eating.

Aim

At snack times, we aim to provide nutritious food, which meets the children's individual dietary needs.

Methods

- Before a child starts to attend the Pre-School, we find out from parents their children's dietary needs, including any allergies or food intolerances.
- We record information about each child's dietary needs in her/his enrolment form and parents sign the form to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up-to-date. Parents sign the up-dated record to signify that it is correct.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink which is consistent with their dietary needs and their parents' wishes.
- At the end of each session, we display information about which snacks were offered.
- We provide nutritious snacks, avoiding large quantities of fat, sugar and salt and artificial additives, preservatives and colourings.
- We include foods from a variety of different cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We organise snack times so that they are social occasions in which children and staff participate.
- We use snack times to help children to develop independence through making choices.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the session/day.
- We provide recommendations on what constitutes a healthy packed lunch.
- Children are not allowed to share or swap their food with one another in order to protect children with food allergies.
- For children who drink milk, we provide semi-skimmed milk.
- It is the parents' responsibility to ensure that the packed lunches they provide are appropriately packaged with an ice block and provide a healthy lunch.
- Parents are encouraged to donate fruit or vegetables for snack time, and only whole unprepared fruit is accepted.

Nut free setting

- Potten End Pre-School operates a strict no nuts policy to ensure the safety of all children, some of whom suffer from severe nut allergy.
- No nuts or products containing nuts will be offered by the Pre-School at snack time or offered in play resources.
- Parents/carers are made aware of the fact that the Pre-School is a nut free setting and are requested:-

- Not to include any nuts or products containing nuts in their child/ren's packed lunches;
- When asked to donate items e.g., for snack time, a party or fundraising event at the Pre-School, or when bringing in treats on their child/ren's birthdays, not to send in any nuts or products containing nuts.

8a. Food Hygiene Policy

Policy statement

We provide and/or serve food for children on the following basis:

- Snacks.
- Packed lunches.

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

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

Procedures

- Our staff with responsibility for food preparation understand the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to our setting. This is set out in Safer Food, Better Business for Caterers (Food Standards Agency 2011). The basis for this is risk assessment of the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
 - All our staff follow the guidelines of Safer Food, Better Business.
 - All our staff who are involved in the preparation and handling of food have received training in food hygiene.
 - The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently. (See Safer Food, Better Business)
 - We use reliable suppliers for the food we purchase.
 - Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
 - Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home.
 - Food preparation areas are cleaned before and after use.
 - There are separate facilities for hand-washing and for washing-up.
 - All surfaces are clean and non-porous.
 - All utensils, crockery etc. are clean and stored appropriately.
 - Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.
- When children take part in cooking activities, they:
 - are supervised at all times;
 - understand the importance of hand-washing and simple hygiene rules;
 - are kept away from hot surfaces and hot water; and
 - do not have unsupervised access to electrical equipment, such as blenders etc.

Reporting of food poisoning

Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.

- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within our setting, the manager will contact the Environmental Health Department to report the outbreak and will comply with any investigation.
- We notify Ofsted as soon as reasonably practicable of any confirmed cases of food poisoning affecting two or more children looked after on the premises, and always within 14 days of the incident.

Legal framework

- Regulation (EC) 853/2004 of the European Parliament and of the Council on the Hygiene of Foodstuffs

Further guidance

Safer Food Better Business (Food Standards Agency 2011)

9. Health and Safety Policy

Statement of intent

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

Aim

We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

Methods

The member of staff responsible for health and safety is **Lisa Scales**. She is competent to carry out these responsibilities. She has undertaken health and safety training and regularly updates her knowledge and understanding. We display the necessary health and safety poster in the kitchen.

Risk assessment

Our risk assessment process includes:

- checking for hazards and risks indoors and outside, and in our activities and procedures. Our assessment covers adults and children;
- deciding which areas need attention; and
- developing an action plan which specifies the action required, the timescales for action, the person responsible for the action and any funding required.

We maintain lists of health and safety issues which are checked:

- daily before the session begins;
- weekly; and
- termly - when a full risk assessment is carried out.
- annually - when the Pre-School Learning Alliance (PSLA) risk assessment is carried out.
- for any special events e.g. summer fayre

Insurance Cover

We have public liability insurance and employers' liability insurance. The certificate is displayed in the entrance hallway.

Awareness raising

- Our induction training for staff includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Records are kept of these induction training sessions and new staff are asked to sign the records to confirm that they have taken part.
- Health and safety issues are explained to the parents of new children so that they understand the part they play in the daily life of the Pre-School.
- As necessary, health and safety training is included in the annual training plans of staff and health and safety is discussed regularly at staff meetings.
- We have a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Children's safety

- Only persons who have been checked for criminal records by an enhanced disclosure from the Disclosure and Barring Service and are registered with Ofsted as child carers have unsupervised access to the children, including helping them with toileting.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least three adults are present.

Security

- Systems are in place for the safe arrival and departure of children. The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during Pre-School sessions.

Windows

- Low level windows are made from materials which prevent accidental breakage or are made safe.
- Windows are protected from accidental breakage or vandalism from people outside the building.
- There are no windows above the ground floor for children to climb through, as the Pre-School is a single storey building.

Doors

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

Floors

All surfaces are checked daily to ensure they are clean and not uneven or damaged.

Kitchen

- Children do not have any access to the kitchen.
- All surfaces are clean and non-porous.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- When children take part in cooking activities, they:
 - are supervised at all times;
 - are kept away from hot surfaces and hot water; and
 - do not have unsupervised access to electrical equipment.

Electrical equipment

- All electrical equipment conforms to safety requirements and is checked regularly (the Pre-School does not contain any gas appliances)
- Our immersion heater/electrical switchgear/meter cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- Storage heaters are checked daily to make sure they are not covered.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

Storage

- All resources and materials which children select are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.
- Cleaning materials and other dangerous materials are stored out of children's reach in a secured cupboard.

Outdoor area

- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- Our outdoor digging pit is covered when not in use.
- All outdoor activities are supervised at all times.
- WATER SAFETY- All standing water will be removed at the start of each session and the hose will be run for 10 mins before use to prevent the legionnaires infection, any water used will be freshly run for activities and children will be supervised at all times.

Hygiene

We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up-to-date with the latest recommendations.

- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the Pre-School which includes play room(s), kitchen, rest area and toilets.
- We have a schedule for cleaning resources and equipment, dressing up clothes and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities.
- We implement good hygiene practices by:
 - cleaning tables between activities;
 - checking toilets regularly;
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
 - providing sets of clean clothes;
 - providing tissues and wipes; and
 - ensuring sole use of flannels and towels.
 - A cleaner is employed for daily cleaning

Contenance

Please see Contenance Policy.

Our setting recognises that delayed continence of Pre-School age children is not necessarily linked with learning difficulties and that children of this age are likely to be at various levels of maturity with their continence, health and/or personal development. As we accept children who may still be in nappies or have the occasional accident, we have the following practice in place:

- Nappy changing will take place in a designated changing area by a qualified member of staff. The child will be changed on a changing mat which is provided.
- Health and Safety guidelines are in place to remind qualified staff of good hygiene practise such as cleanliness and wearing of protective clothing and a copy attached to the underside of the changing mat.
- This will be recorded in the nappy/soiled pants log and the child's parent or carer will be advised of the nappy change at the end of the session

Full details of our Health and Safety Guidelines for Nappy Changing are included in the Health and Safety folder.

Activities

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the Pre-School.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials - including paint and glue - are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children who are sleeping are checked regularly.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

Food and drink

Refer to our separate Food and Drink Policy.

Outings and visits

- We have agreed procedures for the safe conduct of outings.
- Procedures to be followed on outings are contained within our operational plan.
- A risk assessment is carried out before an outing takes place.
- Parents always sign consent forms before major outings.
- Our adult to child ratio is high, normally one adult to two children.
- The children are appropriately supervised to ensure no child gets lost and that there is no unauthorised access to children.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.

For those children remaining at Pre-School, the adult to child ratio conforms to the requirements of Ofsted.

Animals

- Animals visiting the Pre-School are free from disease, safe to be with children and do not pose a health risk.
- Our Pre-School pets are free from disease, safe to be with children and do not pose a health risk.

Fire safety

- Fire doors are clearly marked, never obstructed and easily opened from inside.
- Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- There is a linked fire alarm with the adjacent Primary School.
- Our emergency evacuation procedures are:
 - clearly displayed in the premises;
 - explained to new members of staff, volunteers and parents; and

- practised regularly at least once every six weeks.
- Records are kept of fire drills and the servicing of fire safety equipment.

First aid and medication

At least one member of staff with a current first aid training certificate (relevant to infants and young children) is on the premises or on an outing at any one time. The first aid qualification includes first aid training for infants and young children. Named first aiders are listed on the red first aid cupboard.

Our first aid kit:

- complies with the Health and Safety (First Aid) Regulations 1981;
- is regularly checked by a designated member of staff and re-stocked as necessary;
- is easily accessible to adults; and
- is kept out of the reach of children in the kitchen.

At the time of admission to the Pre-School, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval on our enrolment form.

Our Accident Book:

- is kept safely and accessibly above our filing cabinet in the office;
- all staff know where it is kept and how to complete it; and parent volunteers are aware to inform a member of staff if it is required
- is reviewed at least half termly to identify any potential or actual hazards.

Ofsted (Tel 0300 123 3155) is notified of any injury requiring treatment by a General Practitioner or hospital, or the death of a child or adult.

Any injury requiring General Practitioner or hospital treatment to a child, parent, volunteer or visitor is reported to the local office (Bedford) of the Health and Safety Executive (Tel 01234 220 633).

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

- any accident to a member of staff requiring treatment by a General Practitioner or hospital; and
- any dangerous occurrences (i.e. an event which does not cause an accident but could have done).

Administration of medicines

Children's prescribed drugs are stored in their original containers in our red First Aid cupboard, are clearly labelled and are inaccessible to the children. Parents give prior written permission for the administration of medication. The administration is recorded accurately and parents sign the record sheet (stored above filing cabinet in the office) to acknowledge the administration of a medicine.

If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

Sickness

- Parents are asked to keep their children at home if they have any infection, and to inform the pre-school as to the nature of the infection. This will allow the pre-school to alert other parents

as necessary and to make careful observations of any child who seems unwell. Please refer to the Welcome Book for detail of quarantine periods from pre-school.

- Parents are asked not to bring to the pre-school any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack.
- If two or more children, who have attended Pre-school on the same day, are diagnosed with food poisoning, we will inform Ofsted.
- If the children of pre-school staff are infectious, the children will not accompany their parents/carers to work in the pre-school.
- Cuts or open sores, whether on adults or children, will be covered with a dressing.

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own or leave on their own after dark.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues which need to be addressed.

Records

We keep records in our locked filing cabinet in the office.

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

In addition, the following policies and documentation in relation to health and safety are in place.

- Risk assessment.
- Record of visitors.
- Fire safety procedures.
- Fire safety records and certificates.
- Operational procedures for outings.
- Vehicle records including insurance.
- List of named drivers.

- Administration of medication.
- Prior parental consent to administer medicine.
- Record of the administration of medicines.
- Prior parental consent for emergency treatment.
- Accident record.
- Sick children.
- No smoking.
- Contenance procedure

9a. Recording and Reporting of Accidents and Incidents Policy

Policy statement

Potten End Pre-School follows the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are not regarded as incidents and there are separate procedures for this.

Procedures

Our accident book:

- is kept in a safe and secure place;
- is accessible to our staff and volunteers, who all know how to complete it; and
- is reviewed at least half termly to identify any potential or actual hazards.

Reporting accidents and incidents

- Ofsted is notified as soon as possible, but at least within 14 days, of any instances which involve:
 - food poisoning affecting two or more children looked after on our premises;
 - a serious accident or injury to, or serious illness of, a child in our care and the action we take in response; and
 - the death of a child in our care.
- Local child protection agencies are informed of any serious accident or injury to a child, or the death of any child, while in our care and we act on any advice given by those agencies.
- Any food poisoning affecting two or more children or adults on our premises is reported to the local Environmental Health Department.
- We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR. We report to the Health and Safety Executive (HSE):
 - Any work-related accident leading to an injury to a member of the public (child or adult), for which they are taken directly to hospital for treatment.
 - Any work-related accident leading to a specified injury to one of our employees. Specified injuries include injuries such as fractured bones, the loss of consciousness due to a head injury, serious burns or amputations.
 - Any work-related accident leading to an injury to one of our employees which results in them being unable to work for seven consecutive days. All work-related injuries that lead to one of our employees being incapacitated for three or more days are recorded in our accident book.
 - When one of our employees suffers from a reportable occupational disease or illness as specified by the HSE.
 - Any death, of a child or adult, that occurs in connection with a work-related accident.
 - Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident, but could have done; such as a gas leak.
- Information for reporting incidents to the Health and Safety Executive is provided in the Pre-school Learning Alliance's Accident Record publication.
- Any dangerous occurrence is recorded in our incident book (see below).

Incident book

- We have ready access to telephone numbers for emergency services, including the local police. Where we are responsible for the premises we have contact numbers for the gas and electricity emergency services, and a carpenter and plumber. Where we rent premises we ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies.
- We ensure that our staff and volunteers carry out all health and safety procedures to minimise risk and that they know what to do in an emergency.

- On discovery of an incident, we report it to the appropriate emergency services – fire, police, ambulance – if those services are needed.
- If an incident occurs before any children arrive, our manager risk assesses this situation and decides if the premises are safe to receive children. Our manager may decide to offer a limited service or to close the setting.
- Where an incident occurs whilst the children are in our care and it is necessary to evacuate the premises/area, we follow the procedures in our Fire Safety and Emergency Evacuation Policy or, when on an outing, the procedures identified in the risk assessment for the outing.
- If a crime may have been committed, we ask all adults witness to the incident make a witness statement including the date and time of the incident, what they saw or heard, what they did about it and their full name and signature.
- We keep an incident book for recording major incidents, including some of those that are reportable to the Health and Safety Executive as above.
- These incidents include:
 - a break in, burglary, or theft of personal or our setting's property;
 - an intruder gaining unauthorised access to our premises;
 - a fire, flood, gas leak or electrical failure;
 - an attack on an adult or child on our premises or nearby;
 - any racist incident involving families or our staff on the setting's premises;
 - a notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on our premises;
 - the death of a child or adult; and
 - a terrorist attack, or threat of one.
- In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, is also recorded.
- In the event of a terrorist attack, we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety and Emergency Evacuation Policy will be followed. The incident is recorded when the threat is averted.
- In the unlikely event of a child dying on our premises, the emergency services are called and the advice of these services are followed.
- The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

Legal framework

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

Further guidance

- RIDDOR Guidance and Reporting Form: www.hse.gov.uk/riddor

9b. No-smoking Policy

Policy statement

Potten End Pre-School complies with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking environment - both indoors and outdoors.

Procedures

- All staff, parents and volunteers are made aware of our No-smoking Policy.
- No-smoking signs are displayed.
- The No-smoking Policy is stated in information for parents.
- Staff who smoke do not do so during working hours, unless on a break and off the premises.
- Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.

Legal framework

- The Smoke-free (Premises and Enforcement) Regulations (2006)
- The Smoke-free (Signs) Regulations (2012)

10. The Non-Collection of Children Policy

Statement of intent

In the event that a child is not collected by an authorised adult at the end of a Pre-School session/day, Pre-School puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child.

Aim

In the event that a child is not collected by an authorised adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedures

- Parents of children starting at the Pre-School are asked to provide specific information which is recorded on our enrolment form, including:
 - home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour's;
 - place of work, address and telephone number (if applicable);
 - mobile telephone number (if applicable);
 - names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from Pre-School, for example a childminder or grandparent; and
 - information about any person who does not have legal access to the child.
1. On occasions when parents are aware that they will not be at home or in their usual place of work, they record how they can be contacted in our Collection Book.
 2. On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they record the name, address and telephone number of the person who will be collecting their child in our Collection Book. We agree with parents how the identification of the person who is to collect their child will be verified.
 3. Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up procedures. We provide parents with our contact telephone number. We also inform parents that - in the event that their children are not collected from Pre-School by an authorised adult and the staff can no longer supervise the child in our premises - we apply our child protection procedures as set out in our child protection policy.
 4. If a child is not collected at the end of the session/day, we follow the following procedures:
 - the Collection Book is checked for any information about changes to the normal collection routines;
 - if no information is available, parents/carers are contacted at home or at work;
 - if this is unsuccessful, the adults who are authorised by the parents to collect their child from Pre-School - and whose telephone numbers are recorded on the Registration Form - are contacted;
 - all reasonable attempts are made to contact the parents/carers, for example a neighbour is contacted or another member of staff visits the child's home;
 - the child stays at Pre-School in the care of two fully-vetted workers until the child is safely collected;
 - the child does not leave the premises with anyone other than those named on the enrolment form and in the Collection Book;
 - if no-one collects the child and the premises are closing, or staff are no longer available to care for the child, we apply the procedures set out in our Child Protection Policy. We

contact our local authority social services department (telephone 01923 471500) and inform Ofsted (telephone 08456 404040)

- a full written report of the incident is recorded; and
- depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.

11. Parental Involvement Policy

We believe that children benefit most from Pre-School education and care when parents and Pre-Schools work together in partnership.

Our aim

- To support parents as their children's first and most important educators.
- To involve parents in the life of the Pre-School and their children's education.
- To support parents in their own continuing education and personal development.

Methods

In order to fulfil these aims:

- we are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families;
- through access to written information and through regular informal communication, we inform all parents about how the group is run and its policies. We check to ensure parents understand the information which is given to them;
- we encourage and support parents to play an active part in the governance and management of the Pre-School via our management committee/social committee;
- we inform all parents on a regular basis about their children's progress and hold Parent evenings twice a year, complete the 2 year old check (Early Years Foundation Stage 2014)
- we ensure parents have access to their children's written records and opportunities to input into them on a regular basis.
- we provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the group through our Parent Help Rota;
- we inform parents about relevant conferences, workshops and training;
- we consult with parents about the times of meetings to avoid excluding anyone;
- we provide information about opportunities for being involved in the Pre-School in ways which are accessible to parents with basic skills needs, or those for whom English is an additional language;
- we hold meetings in venues which are accessible and appropriate for all;
- we welcome the contributions of parents, in whatever form these may take;
- we inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure; and
- we provide opportunities for parents to learn about the Pre-School curriculum and about young children's learning, in the Pre-School and at home through our Parent Notice Board.
- We provide a Parent Helpers Information Sheet for all parents who volunteer their time.

12. Settling in Pre-School Policy

Statement of intent

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

Aim

We aim to make the Pre-School a welcome place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

Methods

- Before a child starts to attend the Pre-School, we use a variety of ways to provide his/her parents with information. These include written information (including our Welcome Book, access to our Policies and Procedures and a copy of our latest newsletter), displays about Pre-School activities, and individual meetings with parents with the Pre-School Manager during a session.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the Pre-School and invite them to tell us the child's likes/dislikes.
- When a child starts to attend, we work with his/her parents to decide on the best way to help the child to settle into the Pre-School.
- We allocate a key worker to each child and his/her family.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's enrolment records.
- Within the first four weeks of starting we discuss and work with the child's parents to provide their child's record of achievement.
- We expect children who join us to already be making reasonable progress towards being toilet trained, and would discuss with parents if more than the average number of "accidents" occur.

13. Special Educational Needs/Disability (SEND) Policy

Statement of intent

At Potten End Pre-School we provide an environment in which all children are supported to reach their full potential. We have regard for the Department for Education's Special Educational Needs and Disability (SEND) Code of Practice 2014 and the Equality Act 2010. We provide an inclusive environment where all are treated as individuals.

Aims

- We provide practitioners to help support parents and children with special educational needs and disabilities (SEND).
- We identify the specific needs of children with SEND and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.

Methods

- The needs and progress of children with SEND are monitored by our Special Educational Needs Co-ordinator (SENCO). Our designated SENCO is Claire Sexton (supported by Lisa Scales).
- We provide a statement showing how we provide for children with SEND.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children and adults with disabilities. We have our own dedicated entrance to the Pre-school from the road which is Disability Discrimination Act compliant.
- We work closely with parents of children with SEND to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the "assess, plan, do and review" cycle of their children's education. Children's progress and achievements are shared with parents on a regular basis.
- We liaise with the Inclusion Development Officer employed by Hertfordshire County Council, who may visit our setting to offer support. We also liaise with other agencies such as Health Professionals including Health Visitors, Speech and Language Therapists and Children's Centres.
- We use a graduated approach (SEND Code of Practice 2014) for identifying, assessing and responding to children's special educational needs.
- We ensure that children with SEND are appropriately involved at all stages of the graduated approach, taking into account their levels of ability.
- Our setting initially makes adjustments to activities using different strategies and differentiation to support the child, using the Early Years Foundation Stage Development Matters. We carry out focused observations to identify and support needs.

Role of the SENCO

- To be responsible for ensuring that:
 - The setting has regard to the SEND Code of Practice (2014) and The Equality Act 2010;
 - A SEND Inclusion Policy is in place;
 - The Policy is put into practice; and
 - The Policy is reviewed annually.
- To take the lead in observations and assessments of children with SEND including their strengths and areas to develop using the Individual Assessment of Early Learning and Development (IAELD) where appropriate.

- To liaise with the key person to complete the IAELD/developmental assessment and set SEN Support Plans where necessary.
- To gather evidence and co-ordinate support, and work with colleagues to develop the child's skills through inclusive planning in line with the Early Years Foundation Stage.
- To keep appropriate records which are regularly reviewed and monitored.
- To ensure appropriate SEN Support Plans are in place and are regularly monitored and reviewed.
- To work closely with parents to ensure background information is collected and shared appropriately.
- To liaise with colleagues and managers as appropriate.
- To promote a positive working relationship with parents/carers.
- To develop links and liaise as appropriate with other professionals, such as Health Visitors, SEN Pre-school Advisory Teachers, Speech and Language Therapists, the Inclusion Development Officer and Educational Psychologists.
- To attend SENCO clusters regularly to update and inform.
- To identify individual setting's needs and arrange in-house training where appropriate.
- To have an awareness of Early Support and Common Assessment Framework (eCAF).
- To use knowledge and experience to support the setting to develop its inclusive practice.

SEN support – The Graduated Approach - Assess, Plan, Do, Review

- Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping children to prepare for adult life. Where we identify a child as having SEND we will work in partnership with parents to establish the support the child needs.
- When we have identified the need to make special educational provision for a child with SEND we will inform the parents. We adopt a graduated approach with four stages of action: assess, plan, do and review.

Assess

In identifying a child as needing SEN support, the key person, working with the setting SENCO and the child's parents, will have carried out an assessment of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond our setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents' agreement. At this point we will also request permission from the parent/carer for us to complete Hertfordshire's Individual Assessment of Early Learning and Development to further inform our planning for the child's individual needs.

Plan

Where it is decided to provide SEN support we will formally notify the parents/carer. We will then agree, in consultation with the parents/carer, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided or sought should be agreed to meet the outcomes identified for the child. It should be provided by practitioners with relevant skills and knowledge.

Do

The early years practitioner, usually the child's keyworker, remains mainly responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. This may

include an individual SEN Support Plan. The SENCO should support the keyworker in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support. However, all staff within the setting have a responsibility for supporting all children.

Review

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date (in Early Years this would potentially be half termly). The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

Education, Health and Care Plans (EHCPs)

- Hertfordshire County Council (HCC) should conduct an Education, Health and Care (EHC) needs assessment for children under compulsory school age when the special educational provision required to meet the child's needs cannot reasonably be provided from the resources normally available.
- Where young children do need an EHC plan, HCC must seek advice from the early years setting in making decisions.
- Families of children with an EHCP are entitled to a personal budget.
- Statements will be transferred over to EHC assessments and plans from September 2014 usually during an annual review or at a key transition.
- Where a child has an EHCP, the local authority must review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf. Further information about EHCP reviews and the role of early years settings is in Chapter 9, Education, Health and Care needs assessments and plans, of the SEND Code of Practice 2014 p86-87.

SEN Support Provision

- We work closely with any other agencies using an integrated approach through Team Around the Child, using tools such as Early Support and the Common Assessment Framework (e-CAF).
- We provide parents with information on sources of independent advice and support.
- We provide a broad and balanced curriculum for all children with SEND.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We liaise with other professionals involved with children with SEND and their families, including transfer arrangements to other settings and schools.
- We provide resources to implement our SEND policy.
- We ensure the privacy of children with SEND when intimate care is being provided.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g., SEN support plans, staff and management meetings, parental and external

agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually.

- We provide a complaints procedure.
- We monitor and review our policy annually.
- Our staff whenever possible attend in service training on special educational needs through Young in Herts.

Local Offer

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND, including those who do not have Education, Health and Care (EHC) plans. In setting out what they “expect to be available”, local authorities should include provision which they believe will actually be available. Our setting has written an early years offer which feeds in to the Hertfordshire County Council Local Offer, this can be viewed on the Herts Grid for Learning website.

Funding for SEN support in the early years

Hertfordshire County Council provides Exceptional Needs Funding for children with SEND who access funded 2, 3 and 4 year old placements. In certain circumstances we will endeavour to access this funding with parental permission. If successful this funding will be used by the setting to support the individual child.

14. Staffing Policy

Policy statement

We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out enhanced criminal records checks and barred list checks through the Disclosure and Barring Service in accordance with statutory requirements.

Procedures

To meet this aim we use the following ratios of adult to children:

- Children aged two years: 1 adult : 4 children:
 - at least one member of staff holds a full and relevant level 3 qualification; and
 - at least half of all other staff hold a full and relevant level 2 qualification.
- Children aged three years and over: 1 adult : 8 children:
 - at least one member of staff holds a full and relevant level 3 qualification; and
 - at least half of all other staff hold a full and relevant level 2 qualification.
- We only include those aged 17 years or older within our ratios. Where they are competent and responsible, we may include students on long-term placements and regular volunteers.
- Our maximum number of children is 26.
- A minimum of three staff/adults are on duty at any one time; one of whom is either our manager or deputy.
- Our manager deploys our staff, students and volunteers 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.
- Our staff, students and volunteers inform their colleagues if they have to leave their area and tell colleagues where they are going.
- Our staff, students and volunteers focus their attention on children at all times and do not spend time in social conversation with colleagues while they are working with children.
- We assign each child a key worker to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key worker plans with parents for the child's well-being and development in the setting. The key worker meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

14a. Employment Policy

Policy statement

Potten End Pre-School meets the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff and volunteers are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure and Barring Service (DBS) in accordance with statutory requirements.

Procedures

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All our staff have job descriptions, which set out their roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We follow the requirements of the Early Years Foundation Stage and Ofsted guidance on checking the suitability of all staff and volunteers who will have unsupervised access to children. This includes obtaining references and ensuring they have a satisfactory enhanced criminal records check with barred list(s) check through the DBS. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) and the Protection of Freedoms Act (2012) for the vetting and barring scheme.
- Where an individual is subscribed to the DBS Update Service we carry out a status check of their DBS certificate, after checking their identity and viewing their original enhanced DBS certificate to ensure that it does not reveal any information that would affect their suitability for the post.
- We keep all records relating to the employment of our staff and volunteers; in particular those demonstrating that suitability checks have been done, including the date of issue, name, type of DBS check and unique reference number from the DBS certificate, along with details of our suitability decision.
- Going forward we require that all our new staff and volunteers keep their DBS check up-to-date by subscribing to the DBS Update Service throughout the duration of their employment with us. In the case of existing staff members who have CRB checks or DBS checks carried out previously without subscribing to the DBS Update Service, as and when their existing checks come up for renewal (every 3 years), those members of staff will then subscribe to the DBS Update Service at that time.
- Our staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us. They are also made aware that they are expected to disclose information about any person they are in a relationship with or they share accommodation with, which could lead to their disqualification by association.
- We obtain consent from our staff and volunteers to carry out on-going status checks of the Update Service to establish that their DBS certificate is up-to-date for the duration of their employment with us.
- Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated.

Notifying Ofsted of changes

- We inform Ofsted of any changes to our Registered Person (the members of the Management Committee of Potten End Pre-School) and our manager.

Training and staff development

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

Staff taking medication/other substances

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Our staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
- Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
- If we have reason to believe that a member of our staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.

Managing staff absences and contingency plans for emergencies

- Our staff take their holiday breaks when the setting is closed. Where a staff member may need to take time off for any reason other than sick leave or training, this is agreed with the staff member's manager (so in the case of the manager, with the Chair of the Management Committee) with sufficient notice.
- Where our staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary, in accordance with the individual's contract of employment.
- We have contingency plans to cover staff absences, as follows:

First, current staff who were not due to work on the relevant day are contacted to see if they are available to provide cover. If not, some former members of staff who have indicated that they would be willing to help in this way are contacted to see if they are available to provide cover. As a final resort, members of the Management Committee, all of whom have enhanced DBS checks, are called upon to assist.

15. Student Placements Policy

Policy statement

At Potten End Pre-School we recognise that qualifications and training make an important contribution to the quality of the care and education we provide. 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 the Early Years Foundation Stage and have a satisfactory enhanced DBS check with barred list check(s).
- We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care.
- We require schools, colleges or universities placing students under the age of 17 years with us 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 undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.
- Trainee staff and students over the age of 17 may be included in the ratios if they are deemed competent and responsible.
- We take out employers' liability insurance and public liability insurance, which covers both students and voluntary helpers.
- We require students to keep to our Confidentiality and Client Access to Records 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.

16. Lost Child Policy

Aims

It is our intention to keep every child safe on our premises during every morning or afternoon session they attend.

Methods

- At the beginning of each session the children are entered into our daily register as they arrive. The number is displayed on the whiteboard in the main playroom. The front door is secured once all the children have come in for the morning session and the gate to the Pre-School playground has a secondary child proof lock. At the end of the morning's session each child is re-entered into our daily register and only released to their parent/carer when they are known to the staff or by the use of a password.
- Children are regularly counted during the session and checked against the register, particularly after outside play.
- In the unlikely event of losing a child, the staff first ensure the safety of the rest of the group, leaving at least one member of staff with the group. Then a thorough check is made on site and in the immediate vicinity. A double check is made with at least 2 members of staff that no parent/carer has collected the child unexpectedly. If all of this proves negative then we will ring the parent/carer and the police.
- This procedure also applies to outings, although the adult : child ratio is much higher 1 adult : 2 children.
- In the unlikely case of a child being lost, it is essential to inform both Ofsted and our Insurance Company of the incident (after the event).

17. Recruitment of Ex-offenders

As an organisation using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions of trust, Potten End Pre-School complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of a conviction or other information revealed.

Potten End Pre-School is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.

We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applicants from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.

A Disclosure is only requested after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a Disclosure is required, all application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.

Where a Disclosure is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is sent under separate, confidential cover, to a designated person with Potten End Pre-School and we guarantee that this information will only be seen by those who need to see it as part of the recruitment process.

Unless the nature of the position allows Potten End Pre-School to ask questions about your entire criminal record, we only ask about unspent convictions as defined in the Rehabilitation of Offenders Act 1974.

We ensure that all those in Potten End Pre-School who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act.

At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer or employment.

We make every subject of a DBS Disclosure aware of the existence of the DBS Code of Practice and make a copy available on request.

We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature and the circumstances and background of your offences.

18. Secure Storage, Handling, Use Retention and Disposal of Disclosures and Disclosure Information

As an organisation using the Disclosure and Barring Service (DBS) to help assess the suitability of applicants for positions of trust, Potten End Pre-School complies fully with the DBS Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure Information. It also complies fully with its obligations under the Data Protection Act 1998 and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of Disclosure information and has a written policy on these matters which is available to those who wish to see it on request.

Storage and Access

Disclosure information should be kept securely, in lockable, non-portable storage containers, with access strictly controlled and limited to those who are entitled to see it as part of their duties.

Handling

In accordance with Section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom Disclosures or Disclosure information has been revealed and it is a **criminal offence** to pass this information to anyone who is not entitled to receive it.

Usage

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

Retention

Once a recruitment (or other relevant) decision has been made, we do not keep Disclosure information for any longer than is necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to keep Disclosure Information for longer than six months, we will consult the DBS about this and will give full consideration to the data protection and human rights of the individual before doing so. Throughout this time, the usual conditions regarding the safe storage and strictly controlled access will prevail.

Disposal

Once the retention period has elapsed, we will ensure that any Disclosure information is immediately destroyed by secure means e.g. by shredding, pulping or burning. While awaiting destruction, Disclosure information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack). We will not keep any photocopy or other image of the Disclosure or any copy or representation of the contents of the Disclosure. However, notwithstanding the above, we may keep a record of the date of issue of a Disclosure, the name of the subject, the type of Disclosure requested, the position for which the Disclosure was requested, the unique reference number of the Disclosure and the details of the recruitment decision taken.

19. Contenance Policy

Aim:

- Every child has the right to feel safe and secure.
- Every child has the right to be treated as an individual.
- Every child has the right to remain healthy.
- Every child has the right to privacy, dignity and a professional approach from all staff when meeting his/her needs.
- Every child has the right to information and support that will enable him/her to make informed and appropriate choices.
- Every child has the right to be accepted for who they are, without regard to age, gender, ability, race, culture or beliefs.
- Every child has the right to information and procedures for any complaint or queries he/she may have regarding intimate care.

Methods

- When a child has wet or soiled themselves the member of staff notified, or who made the observation, will change the child.
- Supply staff who do not regularly cover would not normally change the child. This will help the child to feel safe and secure with a known member of staff.
- The member of staff who is going to change the child will inform another member of staff in the main room of their intention.
- The child will be taken to the toilet/changing area and helped to change his/her clothes/nappy as discreetly as possible.
- Before and after using the changing mat, the member of staff will use antibacterial spray and wipe it clean.
- All wet or soiled clothes will be placed in a knotted plastic bag, and hung on the child's peg or outside in the case of extreme soiling and returned to the parent/carer at the end of the session.
- Where appropriate, parents will be verbally informed discreetly of the incident and the level of support given.
- Where a child has wet or soiled themselves, support appropriate to the child's needs will be given. The staff member will change the child, explaining what they are doing at all stages. The child will be made as clean as possible without causing discomfort or distress.
- When a child has soiled themselves, there may be occasions when another member of staff needs to assist.
- If a child is reluctant or upset, their parent/carer will be contacted.
- Children in nappies will be expected to keep a supply in pre-school at all times.
- Children who are recently potty trained and unlikely to remain dry throughout the session will be encouraged to keep a supply in pre-school of a clean change of clothes. In both circumstances, supplies should be kept in a bag and stored on the child's peg. Parents will be advised of this at the Induction Visit.
- Soiled nappies and wipes should be put in a nappy sack and then put in the Nappy bin.
- Spare laundered clothing is available in case of accidents and polythene bags are available in which to wrap soiled garments.
- Any clothing which is loaned to the child should be washed and returned as soon as possible.

Equipment

Health and Safety guidelines are in place to remind qualified staff of good hygiene practice such as cleanliness and wearing of protective clothing and a copy displayed in changing area/toilet

On the shelf in the toilet/nappy changing area are:

- Gloves/aprons
- Wet wipes
- Nappy sacks for soiled wipes and gloves
- Nappy sacks for soiled underwear clothes
- Anti-bacterial spray/wipes

20. Photographs and Mobile Phone Policy

[Deleted - please now refer to the E-Safety Policy]

21. School Closure Policy

In the event of heavy snow or other adverse weather or non-weather related condition beyond the control of the Pre-School, it is agreed that the Pre-School Manager will check the Hertfordshire County Council website to see if Potten End's Primary School is closed. The Pre-School manager will consult with other staff members prior to making a decision whether or not to close the Pre-School.

By 8am, the Potten End Pre-School website will be updated with an urgent notice to advise that the Pre-School will be closed, and the website will be kept updated of any change to the situation.

In the event of a mandatory closure for other reasons such as an outbreak of an infectious disease or virus, it is agreed that the Pre-School will make any decision relating to closure in close conjunction with the information published by Public Health England, Hertfordshire County Council and any other appropriate organization. The Potten End Pre-School website will be updated with an urgent notice to advise that the Pre-School will be closed, and the website will be kept updated of any change to the situation.

There is no refund for non-attendance or missed sessions through closure of the school, mandatory or otherwise due to unforeseen circumstances beyond our control such as those noted above.

22. Administering Medication Policy

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

All medication will be stored in a locked cupboard, named and signed in the medication record book. A medication form must be completed and signed by the parents before the medication can be administered.

Oral Medication

Asthma inhalers are regarded as oral medication.

Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.

Potten End Pre-School must be provided with clear written instructions on how to administer such medication.

Risk assessment and procedures are adhered to for the correct storage and administration of medicines.

Potten End Pre-School must have prior written consent stored on file.

Life Saving medication and invasive treatments

Life Saving medication and invasive treatments such as adrenaline injections (Epipens) for anaphylactic shock reactions and invasive treatments such as rectal administration of Diazepam (for epilepsy) will be stored in a locked cupboard in a named box with the child's photo displayed and a copy of the consent from the parents. This will be taken with the child on any trip or outing away from the Pre-School building or with the child to hospital.

Potten End Pre School must have:

A letter from the child's GP/consultant stating the child's condition and what medication is to be administered.

Written consent from the parent/guardian allowing staff to administer the medication.

Proof of training in the administration of such medication by the child's GP, a district nurse, community nurse or specialist.

With regard to Special Needs Children such as children requiring help with tubes for everyday living:

Potten End Pre-School will gain prior written consent from the child's parent or guardian to give treatment and or medication prescribed by the GP.

The key person will have relevant medical training /experience

23. Whistleblowing Policy

Statement of intent

Potten End Pre-School is committed to the highest possible standards of openness and accountability. In line with this commitment, we encourage employees and others with genuine concerns about any person linked with the setting and/or others (e.g., parents/carers) to come forward and voice those concerns.

This policy document makes it clear that employees, parents/carers and others can do so without fear of reprisals. The Whistleblowing Policy is intended to encourage and enable employees and others to raise such concerns **within** Potten End Pre-School rather than overlooking the problem.

Employees are often the first to realise that there may be something seriously wrong within the setting. However, they may not express their growing concerns because they feel that speaking up would be disloyal to their colleagues. They may also fear harassment or victimisation. In these circumstances, it may be easier to ignore the concern rather than report what may be just suspicion of malpractice and wrongdoing at work.

The procedure allows employees, parents/carers and outside agencies to raise concerns about the Management/Staff of Potten End Pre-School.

Aims

This policy aims to:

- provide avenues for staff, students, volunteers and parents to raise genuine concerns and receive feedback on any action taken;
- allow the person raising a concern to take the matter further if they are dissatisfied with the outcome or response;
- reassure them that steps will be taken to protect them from reprisals or victimisation for whistleblowing in good faith.

This Whistleblowing policy is intended to cover genuine concerns that fall outside the scope of other procedures (namely complaints or grievance procedures). The concern may be about something that:

- is against the policies and procedures of the Pre-School;
- falls below established standards of practice;
- amounts to improper conduct;
- is a Health and Safety risk, including risks to the public as well as children, other colleagues, parents/carers and others;
- contributes to a safeguarding risk involving children in the Pre-School's care.

The procedure will be communicated to all employees as well as parents/carers, students and others.

Methods

In order to achieve this aim:

Harassment or Victimisation

- Potten End Pre-School recognises that the decision to report a concern can be a difficult one to make, not least because of the fear of reprisal.
- Potten End Pre-School will not tolerate harassment or victimisation and will take action to protect a person raising a concern when it is raised in good faith. However, should the

person raising a concern feel that they have suffered harassment, either directly or indirectly as a result of raising a concern, they should refer to the Employee Handbook or Complaints Policy.

Confidentiality

Potten End Pre-School will do its best to protect the identity of a person raising a concern. However, it must be appreciated that any investigation process may reveal the source of the information and a statement may be required as part of the evidence.

Anonymous Allegations

Persons raising a concern are strongly encouraged to put their name to any allegation. Concerns expressed anonymously are much less powerful. Anonymous allegations will be considered and any action taken at the discretion of Potten End Pre-School, in conjunction with the relevant agencies, where appropriate.

In exercising this discretion, the following factors will be taken into account when considering how to deal with any allegations:

- the seriousness of the issues raised;
- the credibility of the allegation;
- the likelihood of confirming the allegation from attributable sources.

Malicious or Vexatious Allegations – Staff

If an allegation is made in good faith, but it is not confirmed by the investigation, no action will be taken against the person raising the concern. If, however, a malicious or vexatious allegation is made, disciplinary action may be taken against the person who raised the concern in accordance with the Pre-School's procedures.

How to Raise a Concern

This depends on the seriousness and sensitivity of the issues involved and who you think may be involved in the malpractice.

- As a first step, concerns should normally be raised with the Pre-School Manager Lisa Scales or the other Pre-School Safeguarding Officer Kay Dibben (Deputy Manager).
- The Pre-School Manager or the Pre-School Safeguarding Officer will contact the Chair of the Management Committee about the concerns.
- If it is believed that the Pre-School Manager is involved, the person raising a concern should approach the Pre-School Safeguarding Officer Kay Dibben or the Chair of the Management Committee.
- If it is believed that a member of staff is involved, the person raising a concern should initially consult with the Pre-School Manager.
- Social Services Referrals Department can be contacted for advice and assistance - contact details are available at the end of this policy.
- Concerns are best raised in writing, setting out the background and history of the concerns, giving names, dates and places, where possible, and the reason why there is particular concern about the situation.
- The earlier you express your concern, the easier it is for Potten End Pre-School, Social Services, the Pre-School Management Committee or the relevant Safeguarding Officer attached to the setting to take action.
- Although you are not expected to prove the truth of an allegation, you will need to demonstrate to the person contacted that there are sufficient grounds for initial enquiries to be made.

How Potten End Pre-School Will Respond

- The action taken by Potten End Pre-School will depend on the nature of the concern. The matters raised may be investigated internally or, if considered appropriate, referred to the Police.

- Allegations referred directly to the Safeguarding Officer or Social Services will be dealt with in accordance with their policies and procedures.
- Any person who is the subject of an allegation should, at the appropriate times, be given details of the allegation in order to respond.
- In order to protect individuals, initial enquiries will be made to decide whether an investigation is appropriate and, if so, what form it should take.
- Concerns or allegations that fall within the scope of specific procedures (e.g., safeguarding or discrimination issues) will normally be referred for consideration under those procedures.
- Some concerns may be resolved by agreed action without the need for an investigation.

How the Matter Can Be Taken Further

If the allegation has not been dealt with in a manner which is satisfactory to the employee, parent/carer or others involved, then they can contact OFSTED directly.

Whistleblowing to OFSTED

Ofsted whistleblowing hotline - There may be times when those working with young children will want to report to Ofsted concerns about practices and procedures for the safeguarding of children and young people.

You can contact the hotline in three ways:-

- Call 0300 123 3155 (Monday to Friday from 8.00am to 6.00pm).
- Email at whistleblowing@ofsted.gov.uk.
- Write to Ofsted at:
WBHL
Ofsted
Piccadilly Gate
Store Street
Manchester M1 2WD

Before you contact the hotline

First read the Whistleblowing Policy and then raise your concerns with your employer. If you are still not sure how to raise your concerns with your employer or someone else, you could contact the independent whistleblowing charity Public Concern at Work for free, confidential advice; it can help you to decide whether and/or how to raise your concern. You can call on 020 7404 6609 or email helpline@pcaw.co.uk. For further information, go to [the Public Concern at Work website](#) – it includes guidance on whistleblowing legislation.

By registering a formal complaint with OFSTED an Officer in most cases will be sent to the Pre-School to carry out a further investigation. If applicable, a report would then be sent with action points.

Further information can be found at the following website:

<http://www.ofsted.gov.uk/resources/whistleblowing-ofsted-about-safeguarding-local-authority-childrens-services>

Contact Details

The **Pre-School Safeguarding Officers** are Lisa Scales and Kay Dibben

Hertfordshire Safeguarding Children Board (HSCB)

Local Authority Designated Officer (LADO) (Tony Purvis) - Tel: 01992 555420

Hertfordshire County Council Children's Services

Child Protection (including Out of Hours) - Tel: 0300 123 4043

24. E-Safety Policy

Statement of Intent

Potten End Pre-School recognises the value of different forms of information communication and technology (ICT), both in the education and development of the children and in the running of the setting. ICT is an essential part of 21st century life for education, business and social interaction, and children are accessing (or are exposed to) ICT in various forms at home as well as at Pre-School.

However it is also recognised that there are potential risks to safety and of inappropriate use of ICT. In order to ensure that access to ICT is safe, this policy sets out the terms on which the staff and children at Potten End Pre-School may access and utilise ICT and includes the use of desktop, laptop and tablet computers, mobile phones, cameras, social network sites and any other form of ICT.

Aims

We aim to:

- provide the children with developmentally appropriate experience of ICT;
- teach the children how to use ICT safely and to make them aware of the importance of doing so;
- support the children's learning in this area;
- ensure that all computers, cameras and mobile phones are used in a responsible manner;
- ensure that we are able to share information with parents and carers safe in the knowledge that all information is kept confidential;
- provide advice on how to minimise the risks associated with ICT; and
- provide guidance on how to deal with E-Safety incidents.

This policy is drawn up to protect the children, the staff, and Potten End Pre-School and to provide information and guidance for staff and parents/carers.

Methods

E-Safety Officer

An E-Safety Officer will be appointed. Currently the E-Safety Officer is the Pre-School Manager Lisa Scales, supported by Monica James.

Use of computers and the internet

- The children will be closely monitored by staff at all times when using computers and the internet. The computers are situated in clear sight of staff to allow staff to see what content is being accessed by the children to ensure that it is safe and appropriate.
- The amount of time the children spend accessing computers will be limited.
- The Pre-School computers have appropriate anti-malware (anti-virus, trojan etc) software and firewall protection installed and kept up to date.
- Internet access by children and staff is monitored and a secure password needs to be entered by staff before access to the internet can be gained.
- If the children have access to the internet it will be designed expressly for their use and developmental stage and will include filtering appropriate for their age.
- The Pre-School computers are fitted with appropriate parental controls to ensure that potentially unsuitable or unsafe websites cannot be accessed by the children.
- Staff will always use a child-friendly search engine when accessing the internet with the children.

Use of cameras

- Only cameras owned by Potten End Pre-School and kept on Pre-School premises are allowed to be used to take images within the setting. Use of personal cameras within the setting is prohibited at all times that children are on the premises.
- Pre-School cameras will only be used where at least one other adult/member of staff is present.
- Written parental permission is always sought to take photographs of individual children and this permission must always be in place before the child is left for their first session at the setting.
- Images taken are shared with parents/carers through their child's Learning Journal and occasionally used for wall displays within the Pre-School.
- Any other use of photographs of children, for example in marketing or publicity, will require specific written parental permission.
- The Pre-School cameras are readily available during the day for staff to use to capture spontaneous moments illustrating the children's learning, and are stored safely in a locked cabinet at the end of every day. The Pre-School cameras always remain on Pre-School premises.
- All staff have access to the cameras and the Pre-School Manager is responsible for the removal of images from the cameras and the printing of images. This happens on site. All memory sticks and CDs used for storing images are kept securely at the Pre-School.
- The children also have access to cameras specifically for them which they can use at the setting when appropriate for their learning.

Use of mobile phones

- All mobile phones, including those of staff, visitors, parents and volunteer helpers, are to be on silent during Pre-School sessions when the children are present, and are to be kept either in the kitchen in the basket designated for this purpose, or with the individual's other personal belongings stored securely in the Pre-School office.
- Staff are encouraged to use the Pre-School's landline telephone handset (01442 877489) for emergency contact rather than their mobile phones. The landline phone can be used during sessions as it does not have a camera (and in any case it is a requirement to have a telephone available during each session).
- Staff, parents and volunteer helpers must never use their mobile phones to record images, either still or video, while at the Pre-School. Any abuse of this must be reported to the E-Safety Officer.
- In particular, no mobile phones are to be taken in to the toilet / hand washing area.

The Pre-School's mobile

- The Pre-School owns a mobile phone which is used for outings and is taken out of the Pre-School building during fire drills.
- The Pre-School mobile is locked away at the end of the day.
- Only a few senior staff contact telephone numbers are stored on the Pre-School mobile phone's memory. On outings, a list of emergency contact details is always taken.

Use of digital and video images

- When using digital/video images, staff will ensure that they help the children to understand about the risks associated with the taking, use, sharing, publication and distribution of such images on the internet.

- Staff and children are allowed to take digital/video images to support educational aims, but must follow Pre-School regulations concerning the taking, sharing, distribution and publication of those images, including that these images should only be taken on school equipment.
- Care should be taken when taking digital/video images that children are appropriately dressed.
- When children join the Pre-School, parents are asked for their written permission for Pre-School to take photographs of their child/ren for use within the Pre-School setting (for example, for evidence for Ofsted and Accreditation portfolios, displays for parents / prospective parents and to be used as part of their child/ren's written records).
- Parents are also asked for their written permission (or written confirmation that such permission is withheld) to publish photographs on the dedicated Pre-School page within the Potten End Pre-School website to further illustrate the Pre-School environment to prospective parents. No children are identified by name on the website.
- In the event that the Pre-School wished to use photographs containing images of children in any other promotional material, the written permission of parents would be sought specifically for this purpose.
- Photographs that include children will be selected carefully so that individual children cannot be identified or their image misused. Where possible a group photo will be used.
- The children's full names will not be used anywhere on the Pre-School website or other online space or blog, particularly in association with photographs or videos.

Taking of photographs/video by parents/carers at Pre-School events

At Pre-School events attended by parents/carers, such as the nativity play, the usual procedure (unless otherwise advised by the Pre-School Manager) is that parents/carers are requested not to take any photographs or videos, on the basis that it is impossible to ensure that they only capture images of their own children and impossible for the Pre-School to ensure that photographs / videos taken are not subsequently posted on social media.

External professional photographers

When the Pre-School makes arrangements for any external professional photographers to visit the Pre-School to take individual photographs of the children:-

- Parents/carers are given advance notice of the planned photography session and given the option for their child/ren not to participate.
- Parents/carers are given the opportunity to purchase the pictures of their child/ren. There is no obligation to buy.

Protecting personal data

- Personal data will be recorded, processed and made available in accordance with the Data Protection Act 1998.
- The children's academic records are kept on a registered laptop, as required by the Data Protection Act 1998. The laptop is protected by encryption. Only authorised staff have access to this laptop.
- In the event that personal data is taken away from the Pre-School site, for example when staff work on learning journals at home, the staff are made aware of their continuing duty to keep personal data confidential and to take all possible care when transporting the data to ensure that confidentiality is not compromised.

Staff and E-Safety

- All staff will be required to read and sign a copy of this E-Safety Policy and the document "Professional Responsibilities for Early Years Staff when using any form of ICT, including the Internet" (see Appendix 1) before using any Pre-School ICT resource.

- Staff will receive training in relation to E-Safety both as part of their induction and regularly on an ongoing basis.
- For their own protection, staff are reminded that:-
 - they should ensure all electronic communication with children, parents, carers and others is compatible with their professional role, and that the Pre-School's systems and resources should be used for such communications rather than their personal email address or mobile number;
 - they should only take images of children and/or staff for professional purposes, and in accordance with the Pre-School's policy;
 - they should not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory;
 - they must ensure that their online activity, **both within the Pre-School and outside**, will not bring their professional role or the Pre-School into disrepute; and
 - they have a duty to report to the E-Safety Officer any E-Safety incident which may impact on them or the Pre-School.
- With the exception of authorised access to the Pre-School website, staff are not permitted to use Pre-School computers to access social networking sites or blogging sites.
- If a staff member is found to have disclosed confidential information or shared information inappropriately on social networking sites, they will face disciplinary action.
- Staff use of the record-keeping laptop will be monitored on a regular basis by the Pre-School Manager and the E-Safety Officer.

Volunteers and E-Safety

- All volunteer helpers at Pre-School sessions will be required to leave their mobile phones either in the basket designated for this purpose in the kitchen, or with their other personal belongings in the Pre-School office.
- When signing the visitors' log on arrival to help at a session, volunteer helpers will be required to read a short document making them aware of various important matters such as safeguarding generally and E-Safety.
- Volunteer helpers are not permitted to use the Pre-School cameras.
- From time to time members of the Pre-School Management Committee and/or members of the Pre-School Social Committee undertaking fundraising activities may choose to advertise events through websites/social media such as Facebook or Twitter. Information included will be limited to the time, date and location of the event and what the funds are being raised for.

Parents and Carers and E-Safety

- Parents' and carers' attention will be drawn to the Pre-School's E-Safety policy in newsletters, the Pre-School information pack and on the Pre-School website.
- Parents/carers are asked to support the Pre-School's approach to E-Safety and not deliberately upload or post on any social media any images, video, sound or text that could upset or offend any member of the Pre-School community.

Dealing with an E-Safety incident

- Any E-Safety incident or complaint about ICT misuse will be dealt with by the E-Safety Officer.
- In the event that it is not appropriate to make a complaint about ICT misuse to the E-Safety Officer, the complaint should be referred to the Chair of the Pre-School Management Committee.
- Upon an E-Safety incident or complaint about ICT misuse being reported to or otherwise coming to the attention of the E-Safety Officer, the procedures set out in the relevant

Hertfordshire County Council “Managing an E-Safety Incident Flowchart” (see Appendix 2) will be followed.

- A log will be kept recording details of all E-Safety incidents and complaints about ICT misuse, and the action taken. This log will be stored securely in a locked filing cabinet in the Pre-School office.

Assessing risk

- The Pre-School will take reasonable precautions to ensure E-Safety. However, owing to the international scale and linked nature of internet content, the availability of mobile technologies and the speed of change in this area, it is not possible to guarantee that unsuitable material will never appear on a Pre-School computer or mobile device. The Pre-School cannot accept liability for material accessed, or any consequences of internet access.
- The Pre-School will audit ICT use to establish whether the E-Safety policy is adequate and to check that the implementation of the E-Safety policy is appropriate and effective.

Useful sources of information

Hertfordshire Safeguarding Children Board

http://www.hertssafeguarding.org.uk/adults/prof_esafety.html

Hertfordshire Grid for Learning – E-Safety support and guidance

<http://www.thegrid.org.uk/eservices/safety/index.shtml>

CEOP (Child Exploitation and Online Protection) Command (part of the National Crime Agency)

<http://www.ceop.police.uk>

Think u know (website set up by CEOP)

<http://www.thinkuknow.co.uk>

Childnet International

<http://www.childnet-int.org>

25. Children's Records Policy

Policy statement

At Potten End Pre-School we have record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the Data Protection Act 1998 and the Human Rights Act 1998.

This policy and procedure should be read alongside our Confidentiality and Client Access to Records Policy and our Information Sharing Policy.

Procedures

If a child attends another setting, we establish a regular two-way flow of appropriate information with parents and other providers. Where appropriate, we will incorporate comments from other providers, as well as parents and/or carers into the child's records.

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

Developmental records

- These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.
- These are usually kept locked in the Pre-School office and can be accessed, and contributed to, by our staff, the child and the child's parents.

Personal records

These may include the following (as applicable):

- Personal details – including the child's registration form and any consent forms.
- Contractual matters – including a copy of the signed parent contract, the child's days and times of attendance, a record of the child's fees, any fee reminders and/or records of disputes about fees.
- Child's development, health and well-being – including a summary of the child's EYFS profile report and a record of discussions about every day matters about the child's development health and well-being with the parent.
- Early Support – including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs an Individual Education Plan) and records of any meetings held.
- Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, an Education, Health and Care Plan and any information regarding a Looked After Child.
- Correspondence and Reports – including a copy of the child's 2 Year Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.
- These confidential records are stored in a lockable file or cabinet, which is always locked when not in use and which our manager keeps secure in an office or other suitably safe place.
- We read any correspondence in relation to a child, note any actions and file it immediately.
- We ensure that access to children's files is restricted to those authorised to see them and make entries in them, this being our manager, deputy or designated person for child protection, the child's key worker, or other staff as authorised by our manager.
- We may be required to hand children's personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a s.11 audit, as long as authorisation is seen. We ensure that children's personal files are not handed over to anyone else to look at.
- Parents have access, in accordance with our Client Access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.

- Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Our staff induction programme emphasises the importance of confidentiality in the role of the key worker.
- We retain children's records for three years after they have left the setting; except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place.

Archiving children's files

- When a child leaves our setting, we remove all paper documents from the child's personal file and place them in a robust envelope, with the child's name and date of birth on the front and the date they left.
- We seal this and place it in an archive box, stored in a safe place (i.e. a locked cabinet) for three years. After three years it is destroyed.
- Where there were s.47 child protection investigations, we mark the envelope with a star and archive it for 25 years.
- We store financial information according to our finance procedures.

Other records

- We keep a daily record of the names of the children we are caring for, their hours of attendance and the name of their key worker.
- Students on Pre-school Learning Alliance or other recognised qualifications and training, when they are observing in the setting, are advised of our Confidentiality and Client Access to Records Policy and are required to respect it.

Legal framework

- Data Protection Act 1998
- Human Rights Act 1998

Further guidance

- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

26. Provider Records Policy

Policy statement

At Potten End Pre-School we keep records and documentation for the purpose of maintaining our charity. These include:

- Records pertaining to our registration (with Ofsted and the Charity Commission).
- Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of our staff including their name, home address and telephone number.
- Names, addresses and telephone numbers of anyone else who is regularly in unsupervised contact with the children.

We consider our records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained with regard to the framework of the Data Protection Act 1998 and the Human Rights Act 1998.

This policy and procedure should be read alongside our Confidentiality and Client Access to Records Policy and Information Sharing Policy.

Procedures

- All records are the responsibility of our management team who ensure they are kept securely.
- All our records are kept in an orderly way in files and filing is kept up-to-date.
- Our financial records are kept up-to-date for audit purposes.
- We maintain health and safety records; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed.
- Our Public Liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.

We notify Ofsted of any:

- change in the address of our premises;
- change to our premises which may affect the space available to us or the quality of childcare we provide;
- change to the name and address of our registered provider, or the provider's contact information (that is, the details of every member of the Pre-School Management Committee, who collectively are the registered provider);
- change to the person managing our provision;
- significant event which is likely to affect our suitability to look after children; or
- other event as detailed in the *Statutory Framework for the Early Years Foundation Stage* (Department for Education 2014).

Legal framework

- Data Protection Act 1998
- Human Rights Act 1998

27. Transfer of Records to School Policy

Policy statement

At Potten End Pre-School we recognise that children sometimes move to another early years setting before they go on to school, although many will leave our setting to enter a nursery or reception class.

We prepare children for these transitions and involve parents and the receiving setting or school in this process. We prepare records about a child's development and learning in the Early Years Foundation Stage in our setting; in order to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board.

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting.

Procedures

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

- We invite a member of staff from the child's new early years setting or school to visit the Pre-School, so that the child's key worker can share information with them, including showing them the child's Learning Journey (the record prepared by the child's key worker of the child's development and learning in the Early Years Foundation Stage).
- When the child leaves, the key worker prepares a summary of their development which is passed to the new early years setting or school.
- Many children at the Pre-School go to the Nursery class at Potten End Primary School, and some go direct to the Reception class there. We have close links with the Primary School, and Pre-School staff have transition meetings with the Primary School staff to facilitate a smooth transition for the child.

Transfer of confidential information

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in our setting and what was done about them.
- We will make a summary of the concerns to send to the receiving setting or school, along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these for us to use.
- Where a CAF has been raised in respect of any welfare concerns, we will pass the name and contact details of the lead professional on to the receiving setting or school.
- Where there has been a s.47 investigation regarding a child protection concern, we will pass the name and contact details of the child's social worker on to the receiving setting or school – regardless of the outcome of the investigation.
- We post or take the information to the school or setting, ensuring it is addressed to the setting or school's designated person for child protection and marked as 'confidential'.
- We do not pass any other documentation from the child's personal file to the receiving setting or school.

Legal framework

- Data Protection Act 1998
- Freedom of Information Act 2000
- Human Rights Act 1998
- Children Act 1989

Further guidance

- What to do if you're worried a child is being abused (HM Government 2015)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

28. British Values and the Prevent Duty Policy

Policy statement

At Potten End Pre-School we actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to 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; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

Procedures

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 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

- *Democracy*, or making decisions together (through the prime area of Personal, Social and Emotional Development)
 - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
 - Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- *Rule of law*, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
 - Practitioners ensure that children understand their own and others' behaviour and its consequence.
 - Practitioners collaborate with children to create rules and codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- *Individual liberty*, or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - 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, talking about their experiences and learning.

- Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class.
- *Mutual respect and tolerance*, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children engage with the wider community.
 - Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
 - Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
 - Practitioners 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 or racial stereotyping.
- *In our setting 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 British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Prevent Strategy

Under the Counter-Terrorism and Security Act 2015 we also have a duty "to have due regard to the need to prevent people from being drawn into terrorism".

Legal framework

- Counter-Terrorism and Security Act 2015

Further guidance

- Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)
- Fundamental British Values in the Early Years (Foundation Years 2015)
- Prevent Duty Guidance: for England and Wales (HM Government 2015)
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (Department for Education 2015)

29. Managing children who are sick, infectious, or with allergies

Policy statement

At Potten End Pre-School we aim to provide care for healthy children through preventing cross infection of viruses and bacterial infections and promote health through identifying allergies and preventing contact with the allergenic trigger.

Procedures for children who are sick or infectious

- If children appear unwell during the day – for example, if they have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – our manager will call the parents and ask them to collect the child, or to send a known carer to collect the child on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing and sponging their heads with cool water but kept away from draughts.
- The child's temperature is taken using a forehead thermometer strip, kept in the first aid box.
- If the child's temperature does not go down and is worryingly high, then we may give them Calpol or another similar analgesic, after first obtaining verbal consent from the parent where possible. This is to reduce the risk of febrile convulsions, particularly for babies. Parents sign the medication record when they collect their child.
- In certain extreme cases we reserve the right to send home a child if they are showing signs of a fever as a precautionary measure.
- In extreme cases of emergency, an ambulance is called and the parent informed.
- Parents are asked to take their child to the doctor before returning them to the setting; we can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- In instances of viral outbreaks; if a child has been diagnosed or been told to 'self-isolate' by a medical professional, or been in contact with someone that has, we can reserve the right to refuse admission to the Pre-School or to send them home until they have been given the 'all clear.'
- Where children have been prescribed antibiotics for an infectious illness or complaint, we ask parents to keep them at home for 48 hours before returning to the setting.
- After diarrhoea, we ask parents keep children home for 48 hours following the last episode.
- Some activities, such as sand and water play, and self-serve snacks where there is a risk of cross-contamination may be suspended for the duration of any outbreak.
- We have a list of excludable diseases and current exclusion times. The full list is obtainable from www.hpa.org.uk/webc/HPAwebFile/HPAweb_C/1194947358374 and includes common childhood illnesses such as measles.

Reporting of 'notifiable diseases'

- If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to Public Health England.
- When we become aware, or are formally informed of the notifiable disease, our manager informs Ofsted and contacts Public Health England, and acts on any advice given.

HIV/AIDS/Hepatitis/COVID 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. We:

- Wear appropriate PPE (including single-use vinyl gloves, aprons, masks or visors) when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Bag soiled clothing for parents to take home for cleaning.

- Clear spills of blood, urine, faeces or vomit using mild disinfectant solution and mops; any cloths used are disposed of.
- Clean any tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit using a disinfectant.
- Will, where it is necessary to send a child home, take appropriate steps to isolate children (accompanied by a staff member) until their parent or carer arrives to collect them.

Nits and head lice

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

Procedures for children with allergies

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

Insurance requirements for children with allergies and disabilities

- If necessary, our insurance will include children with any disability or allergy, but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions, or requiring invasive treatments, we are required to provide certain documentation to our insurance provider.
- At all times we ensure that the administration of medication is compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.
- Oral medication:
 - Asthma inhalers are now regarded as 'oral medication' by insurers and so documents do not need to be forwarded to our insurance provider. Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
 - We must be provided with clear written instructions on how to administer such medication.
 - We adhere to all risk assessment procedures for the correct storage and administration of the medication.
 - We must have the parent's or guardian's prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to our insurance provider.
- Life-saving medication and invasive treatments:
These include adrenaline injections (Epipens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy).
 - We must have:
 - a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
 - written consent from the parent or guardian allowing our staff to administer medication; and
 - proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse; alternatively written confirmation that the relevant staff have undergone Epipen training as part of a first aid course they have attended.
 - Relevant documentation relating to these children is sent to our insurance provider.

- Key person for special needs children requiring assistance with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.:
 - Prior written consent must be obtained from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
 - The key person must have the relevant medical training/experience, which may include receiving appropriate instructions from parents or guardians.
 - Relevant documentation relating to these children is sent to our insurance provider.
- If we are unsure about any aspect, we contact our insurance provider to seek clarification of their requirements.

30. Fire safety and emergency evacuation procedure

Policy statement

We ensure the highest possible standard of fire precautions are in place. The person in charge and our staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer or Fire Safety Consultant. A Fire Safety Log Book is used to record the findings of risk assessment, any actions taken or incidents that have occurred and our fire drills.

Procedures

Fire safety risk assessment

- The basis of fire safety is risk assessment, carried out by a 'competent person'.
- The manager has received training in fire safety sufficient to be competent to carry out the risk assessment; this will be written where there are more than five staff and will follow the Government guidance Fire Safety Risk Assessment - Educational Premises (HMG 2006).
- Our fire safety risk assessment focuses on the following for each area of the setting:
 - Electrical plugs, wires and sockets.
 - Electrical items.
 - Cookers.
 - Matches.
 - Flammable materials – including furniture, furnishings, paper etc.
 - Flammable chemicals.
 - Means of escape.
 - Anything else identified.

Fire safety precautions taken

- We ensure that fire doors are clearly marked, never obstructed and easily opened from the inside.
- We ensure that smoke detectors/alarms and fire-fighting appliances conform to BS EN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- We have all electrical equipment checked annually by a qualified electrician. Any faulty electrical equipment is taken out of use and either repaired or replaced.
- We ensure sockets are covered.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
 - clearly displayed in the premises;
 - explained to new members of staff, volunteers and parents; and
 - practised regularly, at least once every six weeks.
- Records are kept of fire drills and of the servicing of fire safety equipment.

Emergency evacuation procedure

Our emergency evacuation procedure is as follows:

- Immediately sound the evacuation signal (repeated blasts on the whistles provided).
- Direct all the building occupants to the safer of the two emergency exits (either the exit by the Information Station or the main front door).
- The Pre-School Manager or daily person in charge (after Manager) to check the cloakrooms, toilets and storerooms if it is safe to do so and take the telephone and emergency details list. This person will ring the bell on the Pre-School side of the Jane Senior Building.
- The Pre-School Deputy Manager / Senior Practitioner to lead the children out of the building and take the register.

- One-to-one support staff to ensure the child in their care is carried out of the building. All other staff to help all children safely leave the building.
- Only tackle the fire if you need to get past it to safety.
- Direct everybody to the designated assembly point, in the Potten End C of E Primary School playground by the school buildings or around the back of the Primary School to the Nursery fence, where a roll call of all children and adults should be made.
- Call the Fire Brigade as soon as possible.
- Never return to the building or stop to collect personal belongings until it has been advised safe to do so by the Emergency Services.

Fire drills

We hold fire drills every half term and record the following information about each fire drill in the Fire Safety Log Book:

- The date and time of the drill.
- Number of adults and children involved.
- How long it took to evacuate.
- Whether there were any problems that delayed evacuation.
- Any further action taken to improve the drill procedure.

Legal framework

- Regulatory Reform (Fire Safety) Order 2005

Further guidance

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

31. Staff personal safety including home visits

Policy statement

At Potten End Pre-School we believe that the health and safety of all staff is of paramount importance and that all staff have the right to work in a safe environment. We support safe working both on and off the premises, acknowledging the needs and diversity of children and their family.

Procedures

General

- All staff in the building early in the morning, or late in the evening, ensure doors and windows are locked.
- Visitors are generally only allowed access with prior appointments and only admitted once their identity has been verified.
- Minimal petty cash is kept on the premises.
- When taking cash to the bank, members of staff are aware of personal safety.
- Members of staff make a note in the diary of meetings they are attending, who they are meeting and when they are expected back.
- The Manager has good liaison with local police and asks for advice on safe practice where there are issues or concerns.

Home visits

Where staff members conduct home visits, this is done at the Manager's discretion and the following health and safety considerations apply:

- Prior to a home visit the keyworker and Manager undertake a risk assessment that is specific to the visit being undertaken.
- 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 an agreed contact person in the setting when they are leaving to do the home visit and advise on their expected time of return.
- If there is any reason for staff to feel concerned about entering premises, they do not do so, for example, if a parent appears drunk.
- Members of staff carry a mobile phone when going out on a home visit.
- If staff do not return from the home visit at the designated 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 in the setting

- If a parent appears to be angry, mentally agitated or possibly hostile, two members of staff will lead the parent away from the children to a less open area, but will not shut the door behind them.
- If the person is standing, staff will remain standing.
- Members of staff will try to empathise and ensure that the language they use can be easily understood.
- Staff will speak in low, even tones, below the voice level of the parent.
- Members of staff will make it clear that they want to listen 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, while avoiding potentially inflammatory expressions such as 'calm down' or 'be reasonable'.

- If threats or abuse continues, members of staff will explain that the police will be called and emphasise the inappropriateness of such behaviour in front of children.
- After the event, details are recorded in the child's personal file together with any decisions made with the parents to rectify the situation and any correspondence regarding the incident.

32. Use of Tapestry

Policy Statement

At Potten End Pre-School we create an 'online learning journal' for all children attending through the platform of 'Tapestry'. Tapestry records observations, photos and videos and also provides an opportunity for parents to comment and add their own observations to their own child's journal. This helps to provide a strong partnership and good communication between the Pre School setting and home. Each child's learning journal is the property of the parent (once printed off and handed over). The Electronic Copy of the Learning Journal will be deleted four weeks after the child leaves the pre school.

Procedures

- At Potten Pre-School we use the secure online system Tapestry which allows staff and parents to access the information via a personal password protected login.
- Each child is allocated a key worker who is responsible for their development and the compilation of their learning journals, however all staff are able to capture observations for each other's children.
- Parents logging into the system are only able to see their own child(ren)'s learning journal.
- Parent access allows them to comment (or 'reply') to observations that staff have inputted as well as adding their own observations and photos/videos – any observations the parents add has to be approved and added into the journal by the staff to ensure appropriate content.
- Photographs of a child will not appear in another child's Journal content
- Before using & accessing the system, parents have to sign to agree not to download and share any information on any other online platforms or social networking sites (such as Facebook).
- Whilst Tapestry provides a fantastic tool for sharing information between the Pre-School and parents, it is not used as a way of sharing general communication. Each child's learning journal is a document to record their learning and development which parents can add comments on or contribute to with information of what they have been doing at home. Any further discussion of progress or concerns will be done during a face to face conversation at the setting during a prior agreed time or at parents evening
- Observations are regularly monitored by the managing staff and assessed during staff meetings to ensure they are providing relevant and informative information.

Safe Use Agreement

- No staff member is allowed access to Tapestry until all suitability checks are in place, including an enhanced DBS check and successful sign up to the DBS update service.
- Staff have read and understood Policy 24.; E Safety Policy and agree to adhere to the terms
- Staff should log out of Tapestry when they are finished in order to maintain confidentiality.
- Staff should not share usernames or passwords with anyone not employed by the Pre-School.
- Staff should not share any information or photographs relating to children with any person not employed by Potten End Pre-School.
- Staff should take all responsible steps to ensure the safe keeping of any portable device e.g. tablet, that they are using and report any missing devices.
- Only Staff who are acting as key workers to children are authorised to access Tapestry away from the setting.

- Staff must have authorisation from the session leader (Manager or Deputy) to take an Tablet out of the setting. They must fill in and sign the Tablet sign out sheet, which is then signed by the manager or deputy.
- Staff who do not have key children are only allowed to record observations on Tapestry during session times under the supervision of the session leader (manager or deputy).
- If accessing Tapestry from a private computer, not on Pre-School premises, staff must maintain confidentiality and professionalism.
- If Staff access Tapestry from home, either from a Pre-School Tablet or a private computer, they must work in a private room away from other family members, completely log out of Tapestry when finished and ensure that passwords are not saved anywhere which would allow anyone else access.
- All entries on Tapestry must be appropriate.
- All entries on Tapestry remain the property of Potten End Pre-School.
- At all times staff must comply with Safeguarding Child Protection policies.

This policy runs in conjunction with the following policies:

- Photographs and Mobile Phone Policy
- E-Safety
- All Safeguarding policies

33. Sleeping Child Policy

Policy Statement

At Potten End Pre-School we are committed to ensuring that every child is able to get adequate rest and/or sleep appropriate to their age and stage of development. We aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment. Young children get very tired during the day and need to have opportunities to rest and sleep within the Pre School setting. Every child's needs are different so we provide flexibility and opportunities for children to take rests and naps as they need and desire.

Procedures

Potten End Pre School offers a quiet and comfy area for the children to rest and sleep in. We will work with children and parents to ensure the rights and safety of children and to give them the very best start in life.

- It is our policy that children may sleep as they require- to meet their needs.
- At parent's request we will encourage a child to sleep during the day.
- Clean blankets are provided with in the quiet area (these are cleaned after each use, by the setting manager/or deputy manager).
- Once a child is asleep staff will ensure they are safe, comfortable and covered over.
- A Sleeping child must be frequently checked. Children will be checked at least every 10 minutes – this is recorded on a 'Sleeping child record' – together with times/date/child's name and signature of practitioner checking the child. When a child has a sleep this information is to be shared with parents/carers.
- A staff member is always in the room with the child and in close proximity to the quiet sleeping area.
- Children will be encouraged to wake after an hour of sleep (this depends on individual children and their needs).
- Children who are feeling unwell and have fallen asleep will have a member of staff with them at all times until their parent/carer arrives to collect them from the setting.

34. COVID-19 Policy

In the event of a global pandemic outbreak of COVID-19, including such instances that lead to national or local lockdown, this policy supersedes any other applicable Potten End Preschool policy.

We currently understand that Novel Coronavirus (COVID-19):

- is a new type of highly infectious virus with no known vaccine;
- was first identified in Wuhan City, China in January 2020;
- has an incubation period between 2 and 14 days;
- has symptoms similar to other respiratory viruses such as the flu which may include cough, shortness of breath and/or fever;
- some people will present no symptoms at all
- can cause more severe symptoms in people with weakened immune systems, older people and those with long-term conditions such as diabetes, cancer and chronic lung disease;
- infection usually occurs through close contact (less than 2 metres away) with a person who has the infection;
- it is believed infection can also occur by touching contaminated surfaces.

We are aware that there is currently no vaccine to prevent COVID-19. However, the best way to prevent infection is to avoid being exposed to the virus and good hygiene.

We understand that there is conflicting advice regarding face masks to protect from infection, as there is no evidence of benefit from their use outside healthcare environments.

We have a legal duty under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 to report all ill health at work. We recognise our responsibilities under the Health and Safety at Work Act 1974 and will take all reasonably practical steps to provide and maintain safe and healthy working conditions on the preschool premises, for all our children, preschool staff and visitors to the preschool.

We have in place contingency plans in the event of an enforced school closure which includes preschool staff preparing work and posting it on Tapestry.

If the Pre-School management team and Committee take the decision to close the setting, it will generally be on receipt of a directive from the public health authority, HCC or from the national government to do so.

The decision for the Pre-School to close is not one that is taken lightly, and we are aware that without the Pre-School, the caring responsibility could fall to the most vulnerable people in our communities; the whole school system is an important role in supporting key workers.

If however, in the absence of a directive to close and on assessing the situation we judge that due to a lack of staff we cannot continue to function safely, a decision may still be taken by the committee to close the Pre-School.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims:

- To have in place safe systems to prevent the spread of COVID-19.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with the local authority (HCC) to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure:

The Committee and Pre-School Manager have:

- an appointed member to be responsible for Health and Safety;
- agreed to ensure all Pre-School staff are aware of and comply with this policy;
- responsibility for compliance with all statutory responsibilities;
- ensured funding is in place to support this policy if applicable;
- ensured this policy and other linked policies are up to date;
- ensured that everyone connected with the Pre-School is aware of this policy;
- attended any training that may be related to this policy.

The Pre-School Manager will:

- work in conjunction with the Committee to ensure all Pre-School staff, children and parents are aware of and comply with this policy;
- ensure risk assessments are:
 - o in place and cover all aspects of this policy;
 - o accurate and suitable;
 - o reviewed at appropriate intervals;
 - o easily available for all preschool staff
- inform staff that if they feel unwell and display symptoms of COVID-19 they should:
 - o call NHS 111 to find out what to do next;

- stay at home to stop the infection spreading;
- inform the Preschool Manager if they feel unwell at the preschool to allow Track & Trace to be activated;
- go home and self-isolate for 14 days
- inform parents that if their child is feeling unwell and is displaying symptoms of COVID-19 they should:
 - call NHS 111 to find out what to do next;
 - let the preschool know as soon as possible to allow Track & Trace to be activated;
 - stay at home to stop the infection spreading;
 - inform the Pre-School Manager if they feel unwell at the Pre-School;
 - go home and self-isolate for 14 days

If a case of COVID-19 is suspected at the preschool we will ensure that:

- all areas and surfaces that a suspected or confirmed case has come into contact with must be cleaned the appropriate disinfectant;
- implement additional cleaning routines by ensuring door handles, light switches and other touch points are regularly disinfected;
- consider suspending meetings with parents such as introductory, transition sessions or parent's evenings;
- have in place contingency plans in the event of Pre-School closure by:
 - preparing Pre-School staff for an imminent closure;
 - asking staff to prepare material for Tapestry;
 - informing parents as soon as possible via email;
- ensuring all lines of communication between home and preschool are updated and that parents are aware of what emergency contacts to use during closure;
- ensure Pre-School staff undertaking the above are safeguarded by the Pre-School Manager keeping in regular contact with them

Role of Parents/Carers

Parents/carers will:

- maintain appropriate social distancing;
- comply with this policy for the benefit of their children;
- work in partnership with the preschool and ensure their children are aware of the following:
 - When you cough or sneeze then:
 - Catch it with a tissue
 - Bin it
 - Kill it by washing your hands with soap and water or hand sanitiser
 - wash your hands with soap and water or hand sanitiser:
 - After breaks and sports activities
 - Before snack time and lunch
 - Before leaving home
 - On arrival at school
 - After using the toilet
 - Encourage them to not to touch their eyes, nose, and mouth with unwashed hands
 - Not to share items that come into contact with their mouth such as cups or bottles
 - If they feel unwell they must inform a member of staff

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Committee policy coordinator, the Committee as a whole and the Pre-School Manager.

Linked Policies

- Health and Safety
- Administering Medication
- Recording and reporting of Reporting of Accidents and Incidents
- Managing children who are sick, infectious, or with allergies

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Health and Safety at Work Act 1974
- Occupiers & Liability Acts 1957 and 1984
- Public Health (Control of Diseases) Act 1984
- Public Health (Infectious Diseases) Act 1988
- Schools Standards and Framework Act 1998
- Equality Act 2010
- Children and Families Act 2014
- Management of Health and Safety at Work Regulations 1999
- Education (School Premises) Regulations 1999
- School Premises (England) Regulations 2012
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013

Further Information:

<https://www.gov.uk/government/publications/guidance-t-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>

<https://www.gov.uk/government/topical-events/coronavirus-covid-19-uk-government-response>

DfE Coronavirus helpline 0800 046 8687 or email: DfE.coronavirushelpline@education.gov.uk

Glossary

DfeS - Department for Education and Skills

DfEE - Department for Education and Employment