

Policies



Abbotsham and Alwington Pre-school

Policies

Contents

Introduction	4
Online Safety Policy.....	5
Complaints procedure	6
Confidentiality policy.....	9
Equality and diversity policy.....	10
Equipment and resources policy.....	12
Food and drink policy	13
Parental involvement policy.....	14
Settling in Pre-school policy	15
The non-collection of children policy	16
Inclusion Policy.....	18
The Role of the Special Educational Needs Co-ordinator	23
Lost Child Policy.....	24
Administration of medicine within Pre-School	25
Mobile Phone/Devices Policy	26
Whistleblowing Policy	27
Employment	29
Recruitment and Retention Policy.....	32
Toileting and Intimate Care Policy	33
No-smoking.....	35
Achieving positive behaviour.....	36
Managing children who are sick, infectious, or with allergies	42
Sickness Policy.....	46
Safeguarding and Child Protection Policy.....	48
Further safeguarding information and contact details:	55
Escalation Policy in respect to the safeguarding of children	59
Student placements.....	61
Induction of staff, volunteers and managers.....	63
Health and safety general standards	64
Admissions	68
Emergency Policy	70
Preventing Extremism and Radicalisation Policy	71
Staff Code of Conduct.....	75
British values.....	79
Preventing Extremism and Radicalisation Policy	82
Transfer of records to school.....	86
Privacy notice	88
Information sharing	92
Children's records	97
Parental involvement.....	100
Late collection policy	103
lockdown procedure	104
Fire Safety Policy	106
Lone Working Policy	108

Abbotsham and Alwington Pre-school

Parents – in our Pre-school we aim to make clear that Pre-school welcomes both mothers and fathers, other relatives and carers including child minders, whenever the word ‘parent’ is used this understanding should be acknowledged.

Abbotsham and Alwington Pre-school

Introduction

Policies help us to provide good quality provision. They do this by making it clear to staff and parents what sort of Pre-school we want to be and what needs to be done.

All staff and parents should be involved in adopting, implementing and reviewing policies so that they can influence the way the Pre-school is run.

Adopting policies

- Copies of the policies to be adopted will be made available to all parents and staff.
- A meeting to discuss and adopt the policy will normally be held. This will enable everyone to discuss and agree the policy's aims and methods.

Implementing policies

- All new staff will be introduced to the Pre-schools policies.
- It will be explained to all parents and staff that the policies are the rules for running the Pre-school and being a member involves agreeing to keep them.

Reviewing policies

- Each policy will be continually monitored by collecting evidence about the results of its implementation.
- The evidence will be used to make any necessary changes to the policy and/or the way it is implemented.
- All staff and parents should contribute to the evidence collected and share in decisions about any necessary changes.

Abbotsham and Alwington Pre-school

Online Safety Policy

Statement of intent

This policy lays down the terms upon which staff and children of Abbotsham & Alwington pre-school may access and utilise computing. This includes the use of social network sites, cameras, mobile phones and any other information and communication technology (ICT).

Aim

We aim to ensure that all computers/ cameras/ mobile phones are used in a responsible manner and that all users are protected from sensitive material. We want to be able to share information with parents and carers safe in the knowledge that all information is kept confidential.

Methods

- We now have the use of the internet at Abbotsham & Alwington pre-school. Children are monitored if using an online site such as CBeebies.
- We are registered with Data protection
- We have an up-to-date virus and security built in to our computer and parents/carers should also have this if they use networking sites such as Facebook or YouTube on personal computers
- Communication between staff /committee members parents/carers takes place within clear professional boundaries e.g. emails
- Confidentiality must be maintained when staff use a personal site or one set up for the pre-school.
- Staff are not permitted to discuss children, other staff or parents/carers or pre-school when using networking sites. Any abuse of this must be reported immediately
- Remember posts/tweets/blogs are an extension of pre-school. What is inappropriate in pre-school should be deemed inappropriate online.
- Wall posts and descriptions should portray you in a professional manner.
- Personal cameras are prohibited in the pre-school. Only authorised setting cameras are to be used to take images. These should be easily accessible to capture spontaneous moments to support the observation requirements of EYFS, and to share with parents.
- All cameras are to be logged out and logged back in at the end of the session. Pre-school cameras will not leave the premises.
- Permission must be sought from parents/carers to take still and moving images and to take and use photos offsite for professional, marketing or training purposes. Parents need to sign permission for this when their child starts with us.
- The designated person for safeguarding is responsible for memory sticks and the laptop.
- If a memory stick or storage device has to be taken off site to be developed, it will be logged out and back in by the designated safeguarding person and monitored carefully to ensure it is returned within the expected timescale.
- Use of personal mobile phones is restricted to tea or lunch breaks. All authorised use of mobile phones whilst children are present will be monitored and recorded.
- The recording or sharing of images, video clips or audio material on any mobile phone is prohibited except where it is explicitly authorised by the designated safeguarding officer.
- All mobile phone use is open to scrutiny and the designated officer for safeguarding will consider withdrawing or restricting authorisation for use if at any time it is deemed desirable to do so.
- The use of a work mobile at the pre-school is an effective communication tool. It enables work-related texts, emails and calls to be made and received. It is an essential part of the emergency toolkit when taking children off site. It is also an essential backup when contact needs to be made out of hours. There is no camera on the Pre-School mobile.
- Only authorised staff have access to the work mobile.
- Please also see our policy on confidentiality.

This policy was adopted at a meeting of Abbotsham & Alwington pre-school
Held on (date)_____

Signed on behalf of the pre-school_____

Abbotsham and Alwington Pre-school

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

- Any parent who is uneasy about an aspect of the pre-school's provision talks over, first of all, his/her worries and anxieties with the pre-school leader.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to Stage 2 of the procedure by putting the concerns or complaint in writing to the pre-school leader and the owner/chair of the management committee. A response should be given within 2 weeks
- Most complaints should be able to be resolved informally at Stage1 or at Stage2.

Stage 3

- The parent requests a meeting with the pre-school leader and the owner/chair of the management committee. Both the parent and the leader should have a friend or partner present if required. An agreed written record of the discussion is made. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded.

Stage 4

- If at the Stage 3 meeting the parent and pre-school cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussion confidential. S/he can hold separate meetings with the pre-school personnel (pre-school leader and owner/chair of the management committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Abbotsham and Alwington Pre-school

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent, the pre-school leader and the owner/chair of the management committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.
- The role of the Office for Standards in Education, Children's Services and Skills (Ofsted), the Local Safeguarding Children Board and the Information Commissioner's Office
- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
- Parents can complain to Ofsted by telephone or in writing at:
 - Ofsted National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD
 - Tel: 0300 123 1231
 - These details are displayed on our notice board.
- If a child appears to be at risk, we follow the procedures of the Local Safeguarding Children Board.
- In these cases, both the parent and our setting are informed and our manager work with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.
- The Information Commissioner's Office (ICO) can be contacted if you have made a complaint about the way your data is being handled and remain dissatisfied after raising your concern with us. For further information about how we handle your data, please refer to the Privacy Notice given to you when you registered your child at our setting. The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk
- Records
 - A record of complaints in relation to our setting, or the children or the adults working in our setting, is kept for at least three years; including the date, the circumstances of the complaint and how the complaint was managed.
 - The outcome of all complaints is recorded in our Complaint Investigation Record, which is available for parents and Ofsted inspectors to view on request.

Abbotsham and Alwington Pre-school

- This policy was adopted by
 - Abbotsham and Alwington Pre-School

- On
 - (date)

- Date to be reviewed
 - (date)

- Signed on behalf of the provider
 -

- Name of signatory
 -

- Role of signatory (e.g. chair, director or owner)
 -

- Other useful Pre-school Learning Alliance publications
- Complaint Investigation Record (2015)

Abbotsham and Alwington Pre-school

Confidentiality policy

Statement of intent

It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality pre-school care and education.

Aim

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.

Methods

To ensure that all those using - and working in - the pre-school can do so with confidence, we respect confidentiality in the following ways.

- 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 will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- Any concerns/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.
- Personal information about children, families and staff is kept securely in a lockable file whilst remaining as accessible as possible.
- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students on Pre-school Learning Alliance or other recognised qualifications and training, when they are observing in the pre-school, are advised of our confidentiality policy and required to respect it.
- Staff/students will not discuss individual children/families with anyone other than that child's family/carers.
- Feedback given to parents on the children's progress will be given directly to the parent unless they state a third party can be involved e.g. childminder/nanny/grandparent
- Committee members are made aware that any confidential information that they receive as a result of their position must remain confidential to them.
- 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 child protection.

This policy was adopted at a meeting of Abbotsham and Alwington Pre-school

Held on (date) _____

Signed on behalf of the pre-school _____

Abbotsham and Alwington Pre-school

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
- Special Educational Needs and Disability Act 2014.

Methods

Admissions

Our pre-school is open to all members of the community.

- 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 provide information in as many languages as possible.
- We base our admissions policy on a fair system.
- We do not discriminate against a child with a disability or refuse a child entry to our pre-school because of any disability.
- 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.

Abbotsham and Alwington Pre-school

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 - to ensure that all parents have information about access to the meetings.

This policy was adopted at a meeting of Abbotsham and Alwington Pre-school

Held on (date) _____

Signed on behalf of the Pre-school _____

Abbotsham and Alwington Pre-school

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 (1995);
-
- we provide a sufficient quantity of equipment and resources for the number of children;
- we provide resources which promote all areas of children's learning and development, which may be child- or adult-led;
- we select books, equipment and resources which promote positive images of people of all races, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping;
- we provide play equipment and resources which promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children;
- we provide made, natural and recycled materials which are clean, in good condition and safe for the children to use;
- we provide furniture which is suitable for children and furniture which is suitable for adults;
- we store and display resources and equipment where children can independently choose and select them;
- we check all resources and equipment regularly as they are set out at the beginning of each session and put away at the end of each session. We repair and clean, or replace any unsafe, worn out, dirty or damaged equipment;
- we 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.

This policy was adopted at a meeting of Abbotsham and Alwington Pre-school

Held on (date) _____

Signed on behalf of the Pre-school _____

Abbotsham and Alwington Pre-school

Food and drink policy

Statement of intent

This pre-school regards snack and meal times 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 and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs. We aim to meet the full requirements of the EYFS statutory framework for Food and Drink

Methods

- Before a child starts to attend the pre-school, we find out from parents their children's dietary needs, including any allergies.
- We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up-to-date. Parents sign the 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.
- We provide nutritious food at all meals and snacks, avoiding large quantities of fat, sugar and salt and artificial additives, preservatives and colourings.
- We include the following elements in meals which are offered:
 - protein for growth; and
 - essential minerals and vitamins in raw foods, salads and fruits.
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils which are appropriate for their ages and stages of development and which take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the session/day.
- We encourage the children to bring in their own water bottle clearly labelled with their name that they can access at any time.
- We have rules about children sharing and swapping their food with one another in order to protect children with food allergies.
- For children who drink milk, we provide semi skimmed pasteurised milk.

This policy was adopted at a meeting of Abbotsham and Alwington Pre-school

Held on (date) _____

Signed on behalf of the Pre-school _____

Abbotsham and Alwington Pre-school

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.

Method

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;
- we inform all parents on a regular basis about their children's progress;
- we involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written records;
- we provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the group;
- 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.

In compliance with National Standard 12, the following documentation is in place:

- admissions policy;
- complaints procedure;
- record of complaints; and
- activities provided for children.

This policy was adopted at a meeting of Abbotsham and Alwington Pre-school

Held on (date) _____

Signed on behalf of the Pre-school _____

Abbotsham and Alwington Pre-school

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 prospectus and policies), displays about pre-school activities, Operational plan, Website and email, information days and evenings and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the pre-school.
- We can offer a home visit if deemed necessary. The staff member who will be the child's key person, will do the visit alongside the pre-school leader and ensure all relevant information about the child can be made known.
- When a child starts to attend, we work with his/her parents/carers to decide on the best way to help the child to settle into the pre-school.
- We allocate a key person to each child and his/her family, before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and supports the child throughout their time with us.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- Within the first six weeks of starting we discuss and work with the child's parents to create their child's record of achievement.

This policy was adopted at a meeting of Abbotsham and Alwington Pre-school

Held on (date) _____

Signed on behalf of the Pre-school _____

Abbotsham and Alwington Pre-school

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

1. Parents of children starting at the pre-school are asked to provide specific information which is recorded on our Registration 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 and telephone numbers 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.
2. 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.
3. 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.
4. 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 Safeguarding procedures as set out in our Safeguarding policy.
5. 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 Registration Form and in the Collection Book;

Abbotsham and Alwington Pre-school

- 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 Safeguarding Policy.
- the point of contact for non-collection of a child is MASH (Multi-Agency Safeguarding Hub) **0345 155 1071** and we also inform Ofsted (telephone number **0300 123 1231**)
- 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.

This policy was adopted at a meeting of Abbotsham and Alwington Pre-school

Held on (date) _____

Signed on behalf of the Pre-school _____

Abbotsham and Alwington Pre-school

Inclusion Policy

Statement of Intent

It is our intention to include and support ALL Children and Adults from all sections of the community at our Pre-school setting.

Aims

1. At Abbotsham and Alwington Pre-school we promote inclusion for All
2. All children and Adults will be included, valued and supported by fair and clearly communicated procedures
3. We refer to the SEN Code of Practice and Disability Act
 - to promote access for all children to the same range of facilities, services and resources
 - to provide a range of stimulating fun and creative activities which are age and ability appropriate and in line with the Early Years Foundation Stage
 - to meet the individual needs of children and young people in the setting
 - to work in partnership with all involved in the child's upbringing
 - to actively seek the views of children and families and value their contribution
 - to recognise the rights of the child and safeguard the welfare of the child
 - to increase awareness of special needs, minority groups and groups that can be discriminated against
 - to encourage both adults and children to have a positive self image
 - to challenge unacceptable language, actions or beliefs, which may be prejudicial or exclusive to others.

All settings are required to have a named SENCO, Abbotsham and Alwington Pre-schools named SENCO is **Janine Shambrook**. See 'The role of the Special Educational Needs co-ordinator'.

For other persons with day-to-day responsibility for Children with SEN see our introduction booklet.

Admission Arrangements (See Admissions Policy)

We are an Equal Opportunities Pre-school so therefore All Children and members of the community are welcome. (See Equality and diversity policy)

Information given to parents/carers on Admission:

- given the Introduction booklet
- Supervisor talks parents/carers through our daily routine, the EYFS and development matters are explained, how we plan and termly newsletters are given to parents, we also gather background information on the child and family history.
- Parents/carers are given a form to fill in 'identifying the needs in a Pre-school Child'

Abbotsham and Alwington Pre-school is publicised by the Health visitor, Toddler group, Word of Mouth, St Helens Primary School, <http://informationforfamilies.dcsf.gov.uk/> Posters and our website www.abbotshamandalwingtonpreschool.co.uk

The individual needs of all Children are considered and planned for so their individual needs are met.

The role of Parents/Carers is explained in the Information booklet and the Parental involvement policy.

We have flexibility within our planning at all times time to ensure all children are included successfully within the group.

We have flexibility in settling in procedures to meet individual needs. (See settling in policy)

Abbotsham and Alwington Pre-school

Partnership with Parents/Carers (See Parental/Carer involvement policy)

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.

We value parental knowledge, respecting differing needs parents may have themselves

We promote social inclusion, all children and their families are welcome whatever their beliefs or circumstances. Some ways of doing this are by holding parent/carer coffee mornings, Spring Concert, Nativity Play, Fund raising activities, sports day and mini marathon. All parents/carers are invited to these occasions; they are informed by newsletters and verbally by staff members.

We have regular contact with parents/carers-

- we meet with parents/carers prior to their child starting
- parents/carers can talk to staff prior to the session
- phone number of the supervisor is available to all parents/carers
- the supervisor and key workers have the opportunity to talk to parents/carers and share records and discuss progress of their child during rota help.

If Parents/Carers want to talk privately there are empty rooms within the setting for use.

We abide to the confidentiality policy at all times.

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. (See complaints procedure)

Identification and Assessment

The importance of early identification and assessment for any child who may have special educational needs cannot be over-emphasised. The earlier action is taken, the quicker appropriate help can be provided.

Abbotsham and Alwington Pre-school observe all children on a regular basis, we have a number of observation sheets, this is to help us to determine what stage the child is at and whether there is cause for concern.

The Early Years Foundation Stage (EYFS) guidance expects that all children will be regularly observed and assessed and this essential ongoing process will be used to guide our planning and delivery of the curriculum.

If concerns are raised we use the graduated response as referred to in the code of practice. (Assess, Plan, Do, Review) Once we have identified that a child has SEN, we put strategies in place and discuss with the parents/carers. If the intervention does not enable the child to make satisfactory progress the SENCO may need to seek advice and support from external agencies. We use the Devon Threshold tool and DAF (Devon assessment framework).

If we have a concern about a child we inform the parent/carer and we do not involve a third party without parental consent.

Strategies employed to enable the child to progress is recorded within a DAF, this includes information about short term targets set for the child, the teaching strategies and the provision to be put in place, when the plan is to be reviewed and the outcome of the action taken.

Abbotsham and Alwington Pre-school

Abbotsham and Alwington Pre-school have regard to the SEND Code of Practice 2014 and the SEN Toolkit 2010. This supports the SENCO and all staff within the setting to promote the inclusion of children with SEN.

Both child and parental participation are crucial to the ongoing planning for individual children. Observations, Assessments, Development Matters and Next Step records are shared regularly with Parents/Carers, and parental involvement is actively encouraged.

All records are kept confidential and are stored in a locked cabinet.

Links with support services and other agencies

We have a commitment to working with Joint Agency Teams (JAT). These have been established for families with special educational needs. They are multi professional teams working together with parents/carers to identify and assess the needs of individual children. Successful partnership with other agencies is in the best interest of the child.

A list of the agencies we work with is at the back of these policies.

Parental consent for referral to other agencies will be sought.

Where parental consent is not given, we will strive to have on-going dialogue with parents and to work to meet the child's needs.

Facilities, Staffing and Training

We will provide access for all Staff, Children, Parents, Carers, volunteers to our setting. Support available – provision for children is a matter for all staff within our setting. All the staff in our setting need sensitivity and knowledge to work with children with SEN and all staff are aware of the individual needs of children, to give consistency and continuity of care.

Thought will be given to:

- additional and/or specialist staff or for volunteers, whether or not financial support is available
- implications for general staff deployment
- the role of the key person.

Child/Staff ratios – children aged 3-5 years of age 1 adult : 8 children, although Abbotsham and Alwington Pre school have a ratio of 1 adult : 5 children
(See staffing and employment policy)

Roles/responsibilities of key person and other staff will be reviewed, discussed and recorded on a 6 monthly basis, with the supervisor.

Keyworker duties

- To work closely alongside the children in the Keyworker group and their families.
- To keep completely confidential any information regarding the children and their families.
- To help the children meet the Early Learning Goals

(For more information on the role of a key worker see Information booklet)

Abbotsham and Alwington Pre-school staff attend at least 4 days training per year and the SENCO attends at least 6 days. Staff feedback from training is vital and we discuss what we have learnt in our general staff meetings.

Abbotsham and Alwington Pre-school

Curriculum, Resources and the Learning Environment

Abbotsham and Alwington Pre-school practitioners provide relevant learning and development opportunities and set realistic and challenging expectations that meet the diverse needs of children. Planning will be modified, differentiated and delivered in a way to meet the individual needs of all children. This may be through extended support, the presentation and expectation of the curriculum and by using visual prompts.

- The Foundation Stage Curriculum delivery is flexible so can be adapted to meet and take into account the needs of all children within our setting.
- We have flexibility in grouping of the children.
- We aim to provide a curriculum that takes into account and reflect the Children's own interests.
- We will provide resources to support learning in all areas of development.
- Our resources reflect a variety of cultures and life styles, including books which depict cultural diversity.
- Children with individual needs may require modified/specialist resources which the setting will provide within budget limitations. We also have access to a special needs toy library, where we can borrow items.
- Abbotsham and Alwington Pre-school aim to budget 5% of our early years grant to provide SEN equipment or extra staff when needed.
- Furniture and equipment are laid out in the best way possible to utilise the space we have offer to support learning, promote confidence and independence and encourage good behaviour. Risk factors are always taken into consideration.

Transition into school

- We invite reception teachers from our main feeder schools, to come to our Pre-school when possible.
- We are committed to ensure that we have good relationships with all our feeder schools
- When Children leave to go on to School we present them with a book which includes their development records and a selection of the Children's own drawing/paintings taken on a regular basis throughout their time with us. These books can be then transferred onto school by the parents/carers.
- Opportunities are available for the pre-school supervisor to visit the school to meet with the teachers.
- If a child has complex needs the feeder school will be given as much information as possible at the earliest possible time so provisions can be made. If there are outside agencies involved they will be consulted about the provision for transition into school and their input included.
- All children have a transition document which gets passed onto their primary school detailing their age and stage of development.

Monitoring the Policy/Complaints Procedure

Monitoring

Our policy is monitored throughout the year to ensure that the aims of the policy are being realised.

Reviewing monitoring and evaluating the effectiveness of the inclusion policy and the way it works in practice in relation to individual needs of pupils, will be done in a general staff meeting. This will be documented and a review date set and will be stored in the filing cabinet.

The people responsible for monitoring and evaluating effectiveness of the policy, is the setting SENCO and the area Early Years Consultant.

Abbotsham and Alwington Pre-school

A review of all policies will take place at the annual general meeting of which all Parents, Carers and Staff are invited. The person responsible for the review at the AGM is the chair person.

Complaints

(See complaints procedure)

This policy was adopted at a meeting of Abbotsham and Alwington Pre-school

Held on (date) _____

Signed on behalf of the Pre-school _____

Abbotsham and Alwington Pre-school

The Role of the Special Educational Needs Co-ordinator

Job Description:

- To Ensure Abbotsham and Alwington Pre-school has regard to the Code of Practice.
- To ensure the day to day operation of the SEN Policy is met.

Inclusion Policy

Be responsible for ensuring:

- An inclusion policy is in place
- The policy is put into practice
- The policy is reviewed annually.

Observation, Recording, Assessment and Planning.

- Take the lead in assessments of children with SEN including their strengths and weaknesses.
- Plan with colleagues in line with the Early Years Foundation Stage (EYFS) to develop the child's skills.
- Keep appropriate records, which are regularly monitored and reviewed.
- Ensure appropriate DAFs/IEPs are in place and regularly reviewed and monitored
- Ensure background information is collected from parents/carers and other professionals, for example Health and social services.

Professional development

- Identify support and professional development required during annual appraisal.
- Attend SEN training courses and disseminate back to colleagues.
- Attend new initiatives as they become available.
- Advise and support colleagues
- Contribute to the continuing professional development of the other staff members.

Liaison

- Liaise with colleagues and managers (committee) as appropriate.
- Ensure there is dialogue with parents/carers (consultation and information)
- Liaise as appropriate with other professionals, Health Visitors, Early Years Consultant, Speech and Language Therapists, Educational Psychologists etc..

Named SENCO: Janine Shambrook appointed October 2001

Abbotsham and Alwington Pre-school

Lost Child Policy

- If you find that a child is missing then the following should occur:
- Inform the Person in Charge;
- The Person in Charge gathers all the staff and children together and mark those children present against the register;
- The Person in Charge and a staff member will undertake an area search,:

The Old School Rooms, Kitchen, Majors Office, 3 toilets, playground, play house and summer house, then on to - field, park, school and school playground, church and church yard and field, around the Village hall and the post office

- Should the child not be located, then the Person in Charge will contact the police and the parents/carers of the child;
- A report should be written up as soon as possible after the event and a copy sent to Ofsted with an action plan. The incident will be recorded in the Incident Book.

This policy was adopted at a meeting of Abbotsham and Alwington Pre-school

Held on (date) _____

Signed on behalf of the Pre-school _____

Abbotsham and Alwington Pre-school

Administration of medicine within Pre-School

Children on medication are not to attend pre-school (except those on long term medication). Paracetamol and similar medicines will not normally be dispensed at Pre-School.

The Pre-School Leader (or nominee) will only administer medicines prescribed by a doctor.

You will be given a consent form which should be completed by the parent or guardian of the child and be delivered personally, together with the medicine, to the Pre-School Leader or nominee.

The medicine should be in date and clearly labelled with:

1. Its contents
2. The owners name
3. Dosage
4. The prescribing doctor's name

The information given on the consent form is requested in confidence, to ensure that the Pre-School Leader is fully aware of the medical needs of your child.

When the Medicine has been administered a record will be kept detailing time, dosage etc. The person who administered the medicine will make a written record of such each time the medicine is given. This is to be countersigned by the parent on collection of the child.

2 members of staff will always be present whilst medicine is being administered.

Staff will receive appropriate training and support from health professionals to administer certain medicines.

If a child refuses to take the prescribed medicines despite every encouragement, this will be recorded and parents will be notified as soon as possible.

All medicines may be harmful to anyone for whom they are not appropriate. The setting will ensure that medicines are stored in their original containers, clearly labelled and inaccessible to children, where necessary; medicines will be stored in a fridge. Attention will be paid to product instructions relating to temperature. Staff will be briefed on the location of all emergency medicines.

This Policy was adopted at a meeting of Abbotsham and Alwington Pre-School.

Held on (date) _____

Signed on behalf of _____

Abbotsham and Alwington Pre-school

Mobile Phone/Devices Policy

Definitions

Mobile Devices include, but are not limited to:

Laptop computers and netbooks, Tablet devices, Smartphones, **Wearables** etc. Portable storage such as removable hard drives, USB memory sticks and data cards. Portable audio visual equipment including data projectors, cameras etc

Following the devastating abuse of children in the news, we have a new policy on the use of mobile phones/devices. Any member of staff with a mobile phone/device at Pre-School must leave it in their personal lockers in the old kitchen at all times. The locker key then needs to be given to the leader who will hand it back at lunch time or home time. It is imperative that management know where the staff mobile phones are at all times. Therefore this is the most sensible and effective way to ensure the safeguarding of our children. Mobile phones and devices should be left in full view inside the lockers.

All rota helpers must sign in the visitor's book and then put their mobile phone on the designated window sill in full view of everyone.

As a general rule, employees are not permitted to make or receive calls/texts during sessions, as this inevitably impacts on work time.

Staff should ensure that mobile phones/devices are on silent at all times while on Pre School premises.

In the event that an employee has a particular reason for a specified period of time, they may request via their manager they leave their phone on during working hours.

The Pre-School staff are encouraged to give the Pre-School landline number to their families in case of emergencies. 01237 478175

Staff are not permitted to use recording equipment on their mobile phones/devices. For example; to take photographs or videos of Pre School children.

If photographs need to be taken in a bathroom i.e. (photographs of children washing their hands) then management must be told and staff supervised whilst carrying out this kind of activity. This would only ever be done using a designated Pre-School camera.

All cameras in the Pre-School including those on staff mobile telephones can be subject to scrutiny at any time by the safeguarding officers. Janine Shambrook and Angela Colley

Any staff member, volunteer or student found to be non-compliant with this policy would face disciplinary action.

Use of personal mobile phones/devices is restricted to lunch breaks only. All authorised use of mobile phones whilst children are present will be monitored and recorded

The Pre-School Leaders mobile is kept on the desk in full view of everyone, it is used as a work mobile as well as a personal mobile. Staff, Committee and Parents are able to contact the Pre-School Leader in and out of working hours on this mobile 07581550714. The Pre-School Leader is able to use this mobile to text parents and carers and to receive and send emails. It is also used to update the Pre-School Facebook page. The mobile should always be used in full view of everyone. This mobile is also used on trips out for emergency purposes.

This Policy was adopted at a meeting of Abbotsham and Alwington Pre-School.

Held on (date) _____

Abbotsham and Alwington Pre-school

Signed on behalf of _____

Whistleblowing Policy

Definition:

Whistleblowing is raising a concern about malpractice within an organisation.

Protection:

This group is an organisation committed to delivering a high quality pre-school service, promoting organisational accountability and maintaining public confidence.

This policy provides individuals in the workplace with protection from victimisation or punishment where they raise a genuine concern about misconduct or malpractice in the organisation. The policy is underpinned by the Public Interest Disclosure Act 1998, which encourages people to raise concerns about misconduct or malpractice in the workplace, in order to promote good governance and accountability in the public interest. The Act covers behaviour, which amounts to:

A criminal offence

Failure to comply with any legal obligation

A miscarriage of justice

Danger to health and safety of an individual and/or environment

Deliberate concealment of information about any of the above.

It is not intended that this policy be a substitute for, or an alternative to the group's formal Grievance Procedure, but is designed to nurture a culture of openness and transparency within the organisation, which makes it safe and acceptable for employees and volunteers to raise, in good faith, a concern they may have about misconduct or malpractice.

An employee or volunteer who, acting in good faith, wishes to raise such a concern should normally report the matter to the manager who will advise the employee or volunteer of the action that will be taken in response to the concerns expressed. Concerns should be investigated and resolved as quickly as possible.

If an employee or volunteer feels the matter cannot be discussed with the manager, he or she should contact our Early Years Advisor or OFSTED on 0300 123 1231 for advice on what steps to follow.

A disclosure in good faith to the manager will be protected. Confidentiality will be maintained wherever possible and the employee or volunteer will not suffer any personal detriment as a result of raising any genuine concern about misconduct or malpractice within the organisation

Safeguarding children:

What is whistleblowing?

Whistleblowing is the term used for an employee raising concerns about practices and procedures in their workplace.

Every organisation – be it a business or public body – may face the risk of misconduct in their workplace. When this happens, usually the first people to realise or suspect will be those who work in or with the organisation.

We want you to be able to contact us easily, so that we know about your concerns as soon as possible. To do this we have set up a pilot whistleblower hotline for circumstances where children and young people are affected or at risk.

Abbotsham and Alwington Pre-school

When to contact our whistleblower hotline

There may be times when council employees and those working with young children will want to report to us concerns about practices and procedures for the safeguarding of children and young people.

You can contact our hotline in three ways:

- Call us on 0300 123 3155 (Monday to Friday from 8.00am to 6.00pm).
- Email us at whistleblowing@ofsted.gov.uk.

- By post

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

How is whistleblowing different to complaining?

Whistleblowing is very different from making a complaint.

If you are someone who wishes to complain about a service you use that we inspect or regulate, we will deal with your concerns through our normal complaints procedure. For further information please go to the how to complain section available via the navigation on the left.

Before you contact our hotline

If you have a concern you may wish to contact us. However, we suggest that you first read your employer's whistleblowing policy and then raise your concerns with your employer.

If your employer does not have a whistleblowing policy or if you are still not sure how to raise your concerns with your employer or someone else, we suggest you first get advice from the independent whistleblowing charity Public Concern at Work.

You can get free, confidential advice from Public Concern at Work. If you have witnessed wrongdoing at work and are unsure about what to do, a Public Concern at Work adviser 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.

You can visit their website for further information: www.pcaw.co.uk. The website has guidance on whistleblowing legislation: www.pcaw.co.uk/law/uklegislation.htm.

This Policy was adopted at a meeting of Abbotsham and Alwington Pre-School.

Held on (date) _____

Signed on behalf of _____

Abbotsham and Alwington Pre-school

Safeguarding and Welfare Requirement: Suitable People

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

Employment

(Including suitability, contingency plans, training and development)

Policy statement

We meet the Safeguarding and Welfare requirements of the Early Years Foundation Stage ensuring that our staff are appropriately qualified and we carry out checks for criminal and other records through the Criminal Records Bureau 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 staff have job descriptions which set out their staff roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We use Ofsted guidance on obtaining references and enhanced criminal record checks through the Criminal Records Bureau for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.
- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check.
- 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. (Staff sign a form annually)

Disqualification

- 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.

Abbotsham and Alwington Pre-school

Changes to staff

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

Training and staff development

- Our setting leader holds Level 4 Children's, Care, learning and Development and our Deputy and four of our Key Persons hold a relevant level 3 qualification and the remaining one holds a relevant level 2 qualification.
- We provide regular in-service training to all staff - whether paid staff or volunteers - through the Pre-school Learning Alliance and external agencies.
- Our setting budget allocates resources to training.
- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

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. 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 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 staff may need to take time off for any reason other than sick leave or training, this is agreed with the manager with sufficient notice.
- Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary in accordance with their contract of employment.

Abbotsham and Alwington Pre-school

- We have contingency plans to cover staff absences, as follows:

- Call on Amy first??
- Mon – Angela
- Tue – Janine pm,
- Wed - Linda pm Karen pm
- Thursday – Corrina pm, Angela pm, Michelle am
- Friday – Linda, Corrina PM,

	Abbotsham and Alwington Pre
This policy was adopted at a meeting of	School
Held on	_____ (date)
Date to be reviewed	_____ (date)
Signed on behalf of the management committee	_____
Name of signatory	_____
Role of signatory (e.g. chair/owner)	_____

Other useful Pre-school Learning Alliance publications

- Employee Handbook (2012)
- Recruiting and Managing Employees (2011)

Abbotsham and Alwington Pre-school

Recruitment and Retention Policy

At Pre-School we strive to maintain our high staff/child ratios and Job vacancies are identified when the need arises for example, a member of staff reduces their hours or resigns, or a special needs child joins the setting and needs extra care that cannot be covered by staff already present due to staff/child ratios or qualifications required. All roles have a job description and person specifications.

Job vacancies are advertised within Pre-School on the notice board, in the village on the notice boards and in the local press. Generally posts are advertised for at least two weeks with the closing date for applications clearly visible. In exceptional circumstances posts may be advertised for more or less time. Applicants are invited to apply in writing or person with their C.V. to the Chairperson of the Committee, or in exceptional circumstances to the Pre-School Leader.

A shortlisting of applicants is undertaken by the main officers of the Committee (Chairperson, Secretary, and Treasurer) together with the Pre-School Leader. Interviews are then undertaken with the same four people present. We obtain at least two references with at least one being from an ex or current employer. An enhanced DBS check is also undertaken on all successful applicants before employment will begin. Once all checks are undertaken a formal offer of employment is made in the form of a letter.

All staff have contracts of employment, along with a copy of our Grievance and Disciplinary procedures. The contracts include hours of work, rates of pay, holiday and sickness entitlements and general information about our setting.

All new staff inductions are undertaken by the Pre-School Leader before employment begins, with the help of an induction checklist. This is done so that it ensures all staff are aware of how the setting runs and where things are before they are working with the children. New staff are made aware of any allergies or health problems of any children within the setting, this ensures the welfare of all children at all times.

Supervision meetings for all staff are carried out by the Pre-School Leader and an annual appraisal is carried out by the Pre-School Leader and the Chairperson of the Committee each October. These meetings are held so that staff and leaders have an opportunity to voice any concerns that they may have and to praise also. The need for training is also discussed at these meetings.

Training is undertaken at regular intervals with all staff attending at least four courses a year. Training needs are identified by the Pre-School Leader and the member of staff concerned. Copies of all training attended are held by the Pre School leader.

This policy was adopted at a meeting of Abbotsham and Alwington Pre-School

Held on (date)

▪ Signed on behalf of the Pre-School.....

Abbotsham and Alwington Pre-school

Toileting and Intimate Care Policy

All children at Abbotsham and Alwington Pre School have the right to be safe and be treated with dignity, respect and privacy at all times so as to enable them to access all aspects of Abbotsham and Alwington Pre School

This policy sets out clear principles and guidelines on supporting intimate care with specific reference to toileting. It should be considered in line with our Safeguarding Policy, Health and Safety Policies and Administering of Medicines policy.

This policy supports the safeguarding and welfare requirements of Early Years Foundation Stage (EYFS) 2014 and the Disability Discrimination Act 2005: Abbotsham and Alwington Pre School will ensure that:

- No child's physical, mental or sensory impairment will have an adverse effect on their ability to take part in day to day activities.
- No child with a named condition that affects personal development will be discriminated against
- No child who is delayed in achieving continence will be refused admission
- No child will be sent home or have to wait for their parents/carer due to incontinence
- Adjustments will be made for any child who has delayed incontinence

Intimate Care Tasks – cover any tasks that involves the dressing and undressing, washing including intimate parts, helping someone use the toilet, changing nappies or carrying out a procedure that requires direct or indirect contact to an intimate personal area.

Partnership with Parents/Carers – The child's keyworker at Abbotsham and Alwington Pre School works in partnership with parents/carers to provide care appropriate to the needs of the individual child and together will produce a care plan. The care plan will set out:

- What care is required
- Number of staff needed to carry out the task (if more than one person is required , reason will be documented)
- Additional equipment required
- Child's preferred means of communication (e.g. visual, verbal). Agree terminology for parts of the body and bodily functions
- Child's level of ability i.e. what tasks they are able to do by themselves
- acknowledge and respect for any cultural or religious sensitivities related to aspects of intimate care
- Be regularly monitored and reviewed in accordance with the child's development

Parents/Carers are asked to supply the following:-

- Spare nappies
- Spare Clothes
- Spare underwear

Best Practice – When intimate care is given, the member of staff explains fully each task that is carried out, and the reason for it. Staff encourage children to do as much for themselves as they can, lots of praise and encouragement will be given to the child when they achieve.

All staff working in early years setting must have a DBS check. Particular staff members are identified to change a child with known needs and that they plan and record their work with that child.

Safeguarding – Staff are trained on the signs and symptom of child abuse which follow Devon Safeguarding Children's Board guidelines and are aware of the DFES booklet 'What to do if you think a child is being abused' and will follow the guidance given .

Abbotsham and Alwington Pre-school

If a member of staff is concerned about any physical or emotional changes, such as marks, bruises, soreness, distress etc. they will inform the Safeguarding Designated Officer (SDO) immediately. The Safeguarding Policy will then be implemented.

Should a child become unhappy about being cared for by a particular member of staff, the SDO/Manager/Playleader will look into the situation and record any findings. These will be discussed with the child's parents/carers in order to resolve the problem. If necessary the SDO/Manager/Playleader will seek advice from other agencies. (Please remember that you need parental permission to talk to any agency about a specifically named child.)

If a child makes an allegation against a member of staff, the procedure set out in the Safeguarding Policy will be followed.

Dealing with body fluids – Urine, faeces, blood and vomit will be cleaned up immediately and disposed of safely. When dealing with body fluids, staff wear protective clothing (disposal plastic gloves and aprons) wash themselves thoroughly afterward. Soiled children's clothing will be bagged to go home, staff will not rinse it. Children will be kept away from the affected area until the incident has been completely dealt with.

All staff maintain high standards of personal hygiene, and will take all practicable steps to prevent and control the spread of infection.

This policy aims to manage risks associated with toileting and intimate care needs and ensures that employees do not work outside the remit of their responsibilities set out in this policy.

This Policy was adopted at a meeting of Abbotsham and Alwington Pre-School.

Held on (date) _____

Signed on behalf of _____

Abbotsham and Alwington Pre-school

General Safeguarding and Welfare Requirement: Smoking

Providers must have a no-smoking policy, and must prevent smoking in a room, or outside play area, when children are present or about to be present

No-smoking

Policy statement

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

Procedures

- All staff, parents and volunteers are made aware of our no-smoking policy.
- We display no-smoking signs.
- The no-smoking policy is stated in our information for parents.
- We actively encourage no-smoking by having information for parents and staff about where to get help to stop smoking if they are seeking this information.
- Staff who smoke do not do so during working hours. 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 2007 (replaced with 2012, as from 1st October)

This policy was adopted at a meeting of	Abbotsham and Alwington Pre School
Held on	_____ (date)
Date to be reviewed	_____ (date)
Signed on behalf of the management committee	_____
Name of signatory	_____
Role of signatory (e.g. chair/owner)	_____

Abbotsham and Alwington Pre-school

Safeguarding and Welfare Requirement: Managing behaviour

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

Achieving positive behaviour

Policy statement

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Procedures

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

- We require the named person to:
 - keep herself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development; and
 - check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's *Achieving Positive Behaviour* policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour,

Abbotsham and Alwington Pre-school

using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a 'naughty chair'
- We never use physical or corporal punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded in the child's personal file. The child's parent(s) is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Children under three years

- When children under three years old behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.

Abbotsham and Alwington Pre-school

- We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Rough and tumble play and fantasy aggression

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

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

Hurtful behaviour

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

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.

Abbotsham and Alwington Pre-school

- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and comforting. Verbal children will also respond to being comforted to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry".
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one".
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;
 - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;

Abbotsham and Alwington Pre-school

- the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
 - the child has a developmental condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Bullying

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

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children we take the following steps:

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

Abbotsham and Alwington Pre-school

This policy was adopted at a meeting of	_____	(name of provider)
Held on	_____	(date)
Date to be reviewed	_____	(date)
Signed on behalf of the management committee	_____	
Name of signatory	_____	
Role of signatory (e.g. chair/owner)	_____	

Other useful Pre-school Learning Alliance publications

- Reflecting on Behaviour (2010)
- The Social Child (2007)

Abbotsham and Alwington Pre-school

Safeguarding and Welfare Requirement: Health

The provider must promote the good health of children attending the setting. They must have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.

Managing children who are sick, infectious, or with allergies

(Including reporting notifiable diseases)

Policy statement

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

Procedures for children who are sick or infectious

- If children appear unwell during the day – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the manager calls the parents and asks them to collect the child, or send a known carer to collect on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts.
- Temperature is taken using a ‘fever scan’ kept near to the first aid box.
- In extreme cases of emergency the child should be taken to the nearest hospital and the parent informed.
- Parents are asked to take their child to the doctor before returning them to nursery; the nursery can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting.
- After diarrhoea, parents are asked to keep children home for **48 hours or until a formed stool is passed.**
- The setting has 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 suffering from a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988, the GP will report this to the Health Protection Agency.
- When the setting becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and acts on any advice given by the Health Protection Agency.

Abbotsham and Alwington Pre-school

HIV/AIDS/Hepatitis procedure

- HIV virus, like other viruses such as Hepatitis A, B and C are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.
- Single use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Protective rubber gloves are used for cleaning after changing.
- Soiled clothing is rinsed and either bagged for parents to collect or laundered in the nursery.
- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; cloths used are disposed of with the clinical waste.
- Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.
- Children do not share tooth brushes which are also soaked weekly in sterilising solution.

Nits and head lice

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

Procedures for children with allergies

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

Abbotsham and Alwington Pre-school

Insurance requirements for children with allergies and disabilities

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

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

Oral medication

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

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

Life saving medication & invasive treatments

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

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

Abbotsham and Alwington Pre-school

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

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

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

Further guidance

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

This policy was adopted at a meeting of	Abbotsham and Alwington Pre School
Held on	_____ (date)
Date to be reviewed	_____ (date)
Signed on behalf of the management committee	_____
Name of signatory	_____
Role of signatory (e.g. chair/owner)	_____

Other useful Pre-school Learning Alliance publications

- Good Practice in Early Years Infection Control (2009)

Abbotsham and Alwington Pre-school

Sickness Policy

If your child becomes ill during our care, every effort will be made to contact you as parent/Carer to arrange for your child to return home as soon as possible. If your child requires urgent medical attention and we are unable to contact you, we will make the necessary arrangements

Children unwell with infectious diseases should not in general attend Pre-School, although mild snuffles and colds need not necessarily prevent a child attending.

Please notify us if you are aware your child is unwell, has a contagious illness or has an illness that has been confirmed by the doctor. Please inform staff if your child is on any medication.

If your child needs medication throughout the day, please ensure that you bring it in, clearly marked for staff to administer. Please note, you will be asked to sign a consent form.

<u>Illness</u>	<u>Absence Time</u>
Sickness and Diarrhoea	At least 48 hours and until eating normally again
Conjunctivitis (eye infections)	Treated and risk assessed on an individual basis
Skin Infections (eg Scabies, Impetigo and Ringworm)	Treated and Cleared
Ear/Throat/Chest Infection	Treated and 24 hours of antibiotics
Hand, Foot and Mouth	Treated and Cleared
Slap Cheek	Must notify staff, dangerous to women in early stages of pregnancy
Chicken Pox	Until all spots have crusted over and no new spots have appeared
Measles	Seven to ten days from onset of rash
Reubella (German Measles)	Four days from onset of rash, or until rash has gone
Mumps	Until the swelling has gone
Whooping Cough	Twenty one days from onset of cough

Abbotsham and Alwington Pre-school

Hospital Treatment

Absence Time

Tonsils and Adenoids removal

One week from operation

Grommets only

Two days from operation

Asthma Attack

Twenty four hours from discharge

Other Hospital procedures

As advised by your Doctor

This Policy was adopted at a meeting of Abbotsham and Alwington Pre-School.

Held on (date) _____

Signed on behalf of _____

Abbotsham and Alwington Pre-school

Safeguarding and Child Protection Policy

Purpose and Aims

The purpose of Abbotsham and Alwington Pre-Schools safeguarding and child protection policy is to provide a secure framework for the workforce in safeguarding and promoting the welfare of those children/young people who attend our setting. The policy aims to ensure that:

- All our children are safe and protected from harm.
- Other elements of provision and policies are in place to enable children to feel safe and adopt safe practices;
- Staff, children, committee, visitors, volunteers and parents are aware of the expected behaviours' and the settings legal responsibilities in relation to the safeguarding and promoting the welfare of all of our children.

Ethos

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. A secure, safe and happy childhood is important in its own right.' Statutory Framework for the Early Years Foundation Stage (EYFS)

Safeguarding in Abbotsham and Alwington Pre-School is considered everyone's responsibility and our setting aims to create the safest environment within which every child has the opportunity to achieve their full potential. Abbotsham and Alwington Pre-School recognises the contribution it can make in ensuring that all children registered have a trusted key person with whom they feel safe and that they will be listened to and appropriate action taken. We recognise that this is especially important for children who are unable to communicate e.g. babies and very young children that they have strong attachment to their care givers. We will work to ensure children's safety by working in partnership with other agencies and seeking to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:

- "Working Together to Safeguard Children 2018"¹
- "What to do if you are worried a Child is being Abused" 2015²
- "Keeping Children Safe in Education" 2019³
- "The Prevent Duty" 2015⁴
- "Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers" 2018⁵

Responsibilities and expectations

The management committee takes seriously its responsibility under section 11 of the Children Act and duties under "working together" to safeguard and promote the welfare of children; to work together with other agencies to ensure adequate arrangements exist within our setting to identify, and support those

¹ <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

³ <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

⁴ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

⁵ <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Abbotsham and Alwington Pre-school

children who are suffering harm or are likely to suffer significant harm. We recognise that all staff and management have a full and active part to play in protecting our children from harm, and that the child's welfare is our paramount concern.

The committee should also ensure the following:-

- that the safeguarding and child protection policy is made available to parents and carers.
- that all staff and volunteers are properly checked to make sure they are safe to work with the children who attend our setting.
- that the setting has procedures for handling allegations of abuse made against members of staff (including the Pre-School leader/Manager) or volunteers.
- the safe and appropriate use of cameras, mobile phones, technology and on line equipment within the setting.
- the Counter Terrorism and Security Act 2015 which places a duty on early years and childcare providers "to have due regard to the need to prevent people from being drawn into terrorism" (The Prevent Duty) is implemented, taking into account the Local Safeguarding Children's Board 'Prevent' policies, protocols and procedures and ensuring the Fundamental British Values are implemented as stated in the EYFS.
- a Designated Safeguarding Lead (DSL) is appointed who has lead responsibility for dealing with all safeguarding issues in our setting.
 - The **Designated Safeguarding Lead** is **Janine Shambrook**. If they are not available then contact
 - The **Deputy Designated Safeguarding Lead** **Angela Colley**. (*This person can also be contacted with any safeguarding concerns*).
 - **Safeguarding Committee Named Person** is **Charlotte Seymour**
- Our procedures will be annually reviewed and up-dated.

The responsibilities for the Designated Safeguarding Lead (DSL) are:-

- to ensure that all safeguarding issues raised in setting are effectively responded to, recorded and referred to the appropriate agency.
- To ensure all adults are alert to circumstances when a child and family may need access to early help
- All adults, (including volunteers) new to our setting will be made aware of this policy and the procedures for child protection, the name and contact details of the DSL and have these explained, as part of their induction into the setting.
- Be responsible for arranging the settings safeguarding training for all staff and volunteers who work with the children and young people. The DSL must ensure that the safeguarding training takes place at least every three years for all with regular updates during this period; which they can deliver in-house provided they are linked in to the support and quality assurance process offered by the Local Authority and the Devon Children and Families Partnership (formerly the Devon Safeguarding Children's Board).
- to attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate, all child protection case conferences, reviews, core groups, or meetings where it concerns a child in our care and to contribute to multi-agency strategy discussions to safeguard and promote the child's welfare.
- for ensuring the acceptable, safe use and storage of all camera technology, images, and mobile phones through the implementation, monitoring and reviewing of the appropriate policies and procedures. This includes the on-line Safety Policy which includes Camera & Image Policy, Mobile Phone Policy, Acceptable Use Policy.
- Implementing the Fundamental British Values.
- To ensure allegations regarding adults in the setting are effectively responded to and referred to the appropriate agency.

Abbotsham and Alwington Pre-school

All Child Protection concerns need to be acted on **immediately**. If you are concerned that a child may be at risk or is actually suffering abuse, you must tell the DSL.

All Adults, including the DSL, have a duty to refer all known or suspected cases of abuse to the relevant agency including MASH (Multi Agency Safeguarding Hub), Children and Young Peoples Service (CYPS) – Social Care, or the Police. Where a disclosure is made to a visiting staff member from a different agency, e.g. Early Years Consultants, Health Visitors, it is the responsibility of that agency staff to formally report the referral to the Setting's DSL in the first instance and to follow their organisations procedures. Any records made should be kept securely on the Child's Protection file.

organisations procedures. Any records made should be kept securely on the Child's Protection file.

Recognising concerns, signs and indicators of abuse

Safeguarding is not just about protecting children from deliberate harm. For our setting it includes such things as child safety, bullying, racist abuse and harassment, visits, intimate care and internet safety etc. However it must be acknowledged that technology itself will not present the greatest risk, but the behaviours of individuals using such equipment will. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the child/adult subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child

The table below outlines the four main categories of abuse as defined by the Department of Health 'Working Together to Safeguard Children' document 2010. Adults should be aware that that the possible indicators are not a definitive list, although children's poor behaviour maybe a sign that they are suffering harm or that they have been traumatised by abuse, some children may present these behaviours for reasons other than abuse. However, it is important to know the indicators of abuse and to be alert to the **need to consult further**.

Type of Abuse	Possible Indicators
<p>Neglect The persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairments of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide food, clothing and shelter; protect a child from physical and emotional harm or danger; ensure adequate supervision; ensure access to appropriate medical care or treatment.</p>	<p>Obvious signs of lack of care including: Problems with personal hygiene; Constant hunger; Inadequate clothing; Emaciation; Lateness or non-attendance at the setting; Poor relationship with peers; Untreated medical problems; Compulsive stealing and scavenging; Rocking, hair twisting, thumb sucking; Running away; Low self-esteem.</p>
<p>Physical Abuse May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child</p>	<p>Physical signs that do not tally with the given account of occurrence conflicting or unrealistic explanations of cause repeated injuries delay in reporting or seeking medical advice.</p>
<p>Sexual Abuse Forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, penetrative or non-penetrative acts and also includes involving children in watching pornographic material or watching sexual acts.</p>	<p>Sudden changes in behaviour Displays of affection which are sexual and age inappropriate Tendency to cling or need constant reassurance Tendency to cry easily Regression to younger behaviour – e.g. thumb sucking, acting like a baby Unexplained gifts or money Depression and withdrawal Wetting/soiling day or night</p>

Abbotsham and Alwington Pre-school

	Fear of undressing for PE
Emotional Abuse The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.	Rejection Isolation Child being blamed for actions of adults Child being used as carer for younger siblings Affection and basic emotional care giving/warmth, persistently absent or withheld.

Children who have special educational needs and/or disabilities

All children have the right to be safe yet research shows that disabled children are three times more likely to be abused. A number of factors have been identified as to reasons why these children are more at risk (see bullet points) and as setting we are aware of these and endeavour to protect all our children.

- a general reluctance of people to believe that disabled children are abused
- limited opportunities to seek help from someone else
- due to multiple carers doing intimate care increase the risk of someone abusing them.
- disabled children can be seen as particularly helpless so easy to be dominated by abusers.
- lower expectations for how disabled children are presented – loved and cared for disabled children are as well turned out as other children.
- inadequate teaching about personal safety skills e.g. NSPCC pants campaign
- issues relating to the child's specific disability or special educational need, e.g. difficulties in communicating or an inability to understand what is happening

Prevent

The Counter Terrorism & Security Act 2015

The Act places a Prevent duty on settings to have “due regard to the need to prevent people from being drawn into terrorism”.

Settings subject to the Prevent Duty will be expected to demonstrate activity in the following areas

- Assessing the risk of children being drawn into terrorism
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- Ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board -Devon Children and Families Partnership.
- Make sure that staff have training that gives them the knowledge and confidence to identify children and families at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- Expected to ensure children are safe from terrorist and extremist material when accessing the internet in the setting

What to do if you are concerned

If a child makes a disclosure or allegation of abuse against an adult or other child or young person, it is important that you:

- Stay calm and listen carefully.
- Reassure them that they have done the right thing in telling you.
- Do not investigate or ask leading questions. Ask
- Let them know that you will need to tell someone else.
- Do not promise to keep what they have told you a secret.
- Inform your Safeguarding Designated Officer as soon as possible.
- Make a written record of the allegation, disclosure or incident which you must sign, date and record your position using the setting safeguarding record log forms.

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report

Abbotsham and Alwington Pre-school

your concerns to the DSL. Where those concerns relate to the DSL however, this should be reported to the Chair of Committee using the settings 'Whistle blowing' policy.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues via our whistleblowing and complaints policies and appropriate advice will be sought from the LADO or Safeguarding Team where necessary.

Managing Allegations

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our setting. Allegations will usually be that some kind of abuse has taken place. This could include inappropriate behaviour displayed by members of staff or other persons working with the children such as inappropriate sexual comments, excessive one to one attention beyond the requirements their role and responsibilities, inappropriate sharing of images. They can be made by children and young people or other concerned adults. Allegations are made for a variety of reasons:

- Abuse has actually taken place.
- Something has happened to the child that reminds them of a past event – the child is unable to recognise that the situation and people are different; Children can misinterpret your language or your actions.
- Some children recognise that allegations can be powerful and if they are angry with you about something they can make an allegation as a way of hitting out.
- An allegation can be a way of seeking attention.

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this should be brought to the immediate attention of the DSL who will advise the Chair Committee. In the case of the allegation being made against the DSL this will be brought to the immediate attention of the Chair of Committees/. The DSL/Chair of Committees will need to discuss with the Local Authority Designated Officer (LADO) the nature of the allegations made against the adult, in order for the appropriate action to be taken. This may constitute an initial evaluation meeting or strategy discussion depending on the allegation being made. Chair of committees will need to:

Refer to the Local Authority Designated Officer (LADO) immediately and follow up in writing within 48 hours. Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.

- Contact the parents or carers of the child/young person if advised to do so by the LADO.
- Consider the rights of the staff member for a fair and equal process of investigation.
- Advise Ofsted of allegation within 14 days of the allegation
- Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation if this is deemed necessary.
- Act on any decision made in any strategy meeting.
- Advise the Disclosure and Barring Service where a member of staff has been removed, dismissed or would have been removed had they a result of the allegations being founded.

A copy of "**What to do if you're worried a child is being abused, Advice for Practitioners**" booklet is kept with this policy. This sets out the guidelines on dealing with incidents, disclosures and the procedures that must be followed.

Confidentiality

- We recognise that all matters relating to child protection are confidential.

Abbotsham and Alwington Pre-school

- The DSL will disclose personal information about a child or young person to other members of staff on a need to know basis only.
- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- We will always undertake to share our concerns with parents and guardians and their consent is sought in accordance with Early help and MASH procedures unless doing so would increase the risk of harm to the child. If in doubt regarding sharing information with parents and guardians, we will consult with the MASH consultation team.
- We will take no names consultations with our MASH team to discuss concerns we may have, but we understand that if they then ask for a name we will disclose those details and it will become an enquiry.

Training

All members of staff and volunteers will have access to safeguarding training at least every three years in line with Devon Safeguarding Children's Board (DCFP). We will also, as part of our induction, issue information in relation to our Safeguarding policy and any policy related to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers. There will also regular safeguarding updates at staff meeting and information emailed to staff and committee.

Our DSL's will undertake further safeguarding training, Group 3 DCFP Multi-agency Safeguarding course or Group 3 Refresher Courses. This will be undertaken at least every three years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the DSL and deputy DSL to be able to better undertake their role and support the setting in ensuring our safeguarding arrangements are robust and achieving better outcomes for the children in our setting. This includes taking part in multi-agency training in addition to safeguarding training.

Our Committee will have access to safeguarding training and our Named Committee member for Safeguarding will also undertake additional awareness training at least every three years. They will also be advised to undertake additional training to support their employers' role in Handling Allegations against adults who work with children and young people, including our staff and volunteers.

Our safeguarding arrangements are reported on an annual basis to our Committee and our Safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

We will include our Safeguarding Policy on our settings website and will post copies of our policy throughout the setting. We are also able to arrange for our policy to be made available to parents whose first language is not English, on request.

Mobile Phones and Cameras

Abbotsham and Alwington Pre-School has policies and procedures in place with regard to the use of mobile phones and cameras in the setting and on visits etc. See mobile phone and device policy.

Related Setting Policies

'safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as child health and safety, bullying and a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, setting security, drugs and substance misuse, etc.

This policy will cross reference to related setting policies and other protocol:

Behaviour
(Including guidance on positive-handling)

Adopted;

Abbotsham and Alwington Pre-school

Staff Behaviour Policy	Adopted:
Anti-bullying	Adopted:
Confidentiality	Adopted:
Attendance	Adopted:
E-Safety Policy	Adopted:
• <i>Camera & Image Policy</i>	Adopted:
• Mobile Phone Policy	Adopted:
• <i>Acceptable Use Policy</i>	Adopted:
Health and Safety	Adopted:
Equality and Diversity	Adopted:
Educational Visits	Adopted:
Code of Conduct	Adopted:
Whistle Blowing	Adopted:
Managing Allegations	Adopted:
Physical Restraint	Adopted:
Safe Recruitment	Adopted:
Information Sharing	Adopted:

This policy was adopted at a meeting of Abbotsham & Alwington pre-school

Held on (date)_____

Signed on behalf of the pre-school_____

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policies and procedures as appropriate and in line with the Devon Children Families Partnership and Local Authority.

Abbotsham and Alwington Pre-school

Further safeguarding information and contact details:

Useful Contacts:

Devon Children Families Partnership <https://www.dcfp.org.uk/>
South West Child Protection Procedures <http://www.proceduresonline.com/swcpp/>
Devon Early Years and Childcare Service www.devon.gov.uk/eys
Child Exploitation and Online Protection Agency www.ceop.org.uk
NSPCC <https://www.nspcc.org.uk/preventing-abuse/safeguarding/>

Multi-agency Safeguarding Hub (MASH) 0345 155 1071

email: mashsecure@devon.gov.uk

MASH Consultation Line 0345 155 1071 (ask for Consultation Line)

Early Help co-ordination centre 0345 155 1071 (ask for Early Help)

<https://www.dcfp.org.uk/early-help/>

Out of hours for CYPS (Social Care):

5pm -9am and at weekends and public holidays, please contact:
Emergency Duty Service 0845 6000 388 (low-rate call)

Police Central Referral Unit: 0845 605 116

EYCS Consultation Service:

If you have concerns about a child but are unsure whether to make a MASH enquiry. The numbers are:

Nikki Phillips – Locality Manager for Exeter and East Devon	01392 383000
Melissa Filby – Locality Manager for Northern and Mid Devon	01392 383000
Susan Bolt - Locality Manager for South West Devon	01392 383000

DCFP

DCFP Office: 01392 383000

Child Protection Chairs and Local Authority Designated Officers for managing allegations against staff:

Allegations against staff LADO Referral Co-ordinator 01392 384964

<https://www.dcfp.org.uk/training-and-resources/managing-allegations/>

Devon's Domestic Abuse Helpline 0345 155 1074

Multi-Agency Safeguarding Hub – MASH

- Manages contacts and enquiries received from any source (usually CYPS and Police 121A reports)
- Develops a document recording the concern information and all other available information in the Hubs within agreed timescales and an Early Years and Families manager makes an informed decision using all of the available information.
- Develops concern information into an Early Years and Families referral if services are required under section 17 or section 47 of The Children Act 1989
- Liaises with the Early Response Service for children and young people who need services but do not meet The Children Act 1989 threshold

Abbotsham and Alwington Pre-school

- Provides consultation to agency enquirers about thresholds, appropriate action to be undertaken and services.

The Hub contributes to improved outcomes for safeguarding children because it has the ability to swiftly collate and share information held by the various agencies and to provide a multi-agency risk assessment of each case for 'actual or likely harm'.

Current Safeguarding Issues

The following Safeguarding issues are all considered to be child Protection issues and should be referred immediately to the most relevant agency. The issues featured below are linked to guidance and local procedures which can be found on the South West Child Protection Procedures at <http://www.proceduresonline.com/swcpp/> (Direct links to the policies listed below are included where available).

E-Safety Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our children and young people Abbotsham and Alwington Pre-School will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our E-Safety policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the setting and are aware of the dangers associated with social networking sites.

Our E-safety policy will clearly state that mobile phone, camera or electronic communications with a child or family at our setting is not acceptable other than for approved setting business. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

Child sexual exploitation (CSE) The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people, (or a third person or persons) receive something, (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidations are common, involvement in exploitative relationships being characterised in the main by the child's or young person's limited availability of choice, resulting from their social/economic and/or emotional vulnerability. (DCSF 2009) Link to guidance⁶

Good practice – Individuals Recognise the symptoms and distinguish them from other forms of abuse

- Treat the child/young person as a victim of abuse
- Understand the perspective / behaviour of the child/young person and be patient with them
- Help the child/young person to recognise that they are being exploited
- Collate as much information as possible
- Share information with other agencies and seek advice / refer to Social Care

Good practice – Organisations

- Ensure robust safeguarding policies and procedures are in place which cover CSE
- Promote and engage in effective multi-agency working to prevent abuse
- Work to help victims move out of exploitation
- Cooperate to enable successful investigations and prosecutions of perpetrators

Peer on Peer Abuse

6

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278849/Safeguarding_Children_and_Young_People_from_Sexual_Exploitation.pdf

Abbotsham and Alwington Pre-school

Children can abuse other children and this referred to as 'peer on peer abuse', this can take many forms including those listed in the table above as well as bullying, sexual violence and harassment etc. Staff will raise concerns when there are issues of peer on per abuse and DSL will consider what support might be needed for both the victim and perpetrators.

Forced marriages (FM) FM is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014 that came into force on 16 June 2014.

A FM is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage where both parties give consent.

FM is illegal in England and Wales. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)

Under-age Marriage In England, a young person cannot legally marry until they are 16 years old (without the consent of their parents or carers) nor have sexual relationships.

Female Genital Mutilation (FGM) FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of existing child safeguarding/protection structures, policies and procedures.

FGM is illegal in the UK. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003.

Other than in the excepted circumstances, it is an offence for **any person (regardless of their nationality or residence status)** to:

- perform FGM in England, Wales or Northern Ireland (section 1 of the Act);
- assist a girl to carry out FGM on herself in England, Wales or Northern Ireland (section 2 of the Act); and
- Assist (from England, Wales or Northern Ireland) a non-UK person to carry out FGM outside the UK on a **UK national or permanent UK resident** (section 3 of the Act).

Ritualistic Abuse Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

Safer Recruitment and Selection It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked. At Abbotsham and Alwington Pre-School we will ensure that we have a member on every recruitment panel who has received the appropriate recruitment and selection training. That all of our staff are appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards

Honour Based Violence Honour based violence' is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert to signs of distress and indications such as self-harm, absence from setting, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in setting activities, unreasonable restrictions at home. Where it is suspected that a child/young person is at risk from Honour based violence Abbotsham and Alwington Pre-School will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Trafficked Children Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where Abbotsham and

Abbotsham and Alwington Pre-school

Alwington Pre-School is made aware of a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

Domestic Abuse The Government defines domestic abuse as “**Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality**”.

Staff need to understand what is required of them if children are members of the household where domestic abuse is known or suspected to be taking place. Our policy includes action to be taken regarding referrals to the Police and Children and Young People’s Services and any action to be taken where a member of staff is the alleged perpetrator or victim of domestic abuse. At Abbotsham and Alwington Pre-School we will follow our safeguarding policy and report any suspected concerns regarding Domestic Abuse to the relevant agency.

Private Fostering Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- A parent.
- A person who is not a parent but has parental responsibility.
- A close relative.
- A Local Authority.

for more than 28 days and where the care is intended to continue. It is a statutory duty for us at Abbotsham and Alwington Pre-School to inform the Local Authority via MASH where we are made aware of a child or young person who may be subject to private fostering arrangements.

Abbotsham and Alwington Pre-school

Escalation Policy in respect to the safeguarding of children

Escalation policy

Resolution of professional disagreements in work relating to the safety of children
Occasionally situations arise when workers within one agency feel that the decision made by a worker from another agency on a child protection or child in need case is not a safe decision. Disagreements could arise in a number of areas, but are most likely to arise around:

- Levels of need
- Roles and responsibilities
- The need for action
- Communication

The safety of individual children is the paramount consideration in any professional disagreement and any unresolved issues should be addressed with due consideration to the risks that might exist for the child.

All workers should feel able to challenge decision-making and to see this as their right and responsibility in order to promote the best multi-agency safeguarding practice. This policy provides workers with the means to raise concerns they have about decisions made by other professionals or agencies by:

- a) avoiding professional disputes that put children at risk or obscure the focus on the child
- b) resolving the difficulties within and between agencies quickly and openly
- c) identifying problem areas in working together where there is a lack of clarity and to promote the resolution via amendment to protocols and procedures

Effective working together depends on an open approach and honest relationships between agencies. Problem resolution is an integral part of professional co-operation and joint working to safeguard children.

Resolution should be sought within the shortest timescale possible to ensure the child is protected. Disagreements should be resolved at the lowest possible stage however if a child is thought to be at risk of immediate harm discretion should be used as to which stage is initiated.

Stages of the policy

Stage one

Any worker who feels that a decision is not safe or is inappropriate should initially consult a supervisor/manager to clarify their thinking in order to identify the problem; to be specific as to what the disagreement is about; and what they aim to achieve. They should also be able to evidence the nature and source of their concerns and should to keep a record of all discussions.

Stage two

Initial attempts should be taken to resolve the problem at the lowest possible level. This would normally be between the people who disagree. It should be recognised that differences in status and/or experience may affect the confidence of some workers to pursue this unsupported. *In respect to a child or young person subject to a safeguarding plan this would involve the Social Worker*

Stage three

If the problem is not resolved at stage two the concerned worker should contact their supervisor/manager within their own agency who should raise the concerns with the equivalent supervisor/manager in the other agency. *In Social Services this would be the Team Manager.* The manager should also notify the Safeguarding Children's Board Manager (or equivalent), who will keep a record of all on-going disagreements.

Stage four

Abbotsham and Alwington Pre-school

If the problem is not resolved at stage three the supervisor/manager reports to their respective operations manager or named/designated safeguarding representative. *In Social Services this would be the Area Manager* These two managers must attempt to resolve the professional differences through discussion. Safeguarding Children’s Board Manager should be advised of any outcome.

Stage five

If it has not been possible to resolve the professional differences within the agencies concerned the matter should be referred to the Chair of the Local Safeguarding Children Board, who may either seek to resolve the issue direct, or to convene a Resolution Panel.

The panel must consist of LSCB (Local Safeguarding Children Board) representatives from three agencies (including the agencies concerned in the professional differences, where possible).

The panel will receive representations from those concerned in the professional differences and make a decision as to the next course of action, resolving the professional differences concerned.

Timescales

Some matters may be resolved very quickly, and this will be determined locally by the complexity of the issues. In all cases, the matter will be resolved as speedily as possible, and the primary focus will be on ensuring that the safety and welfare of the child concerned is assured whilst discussions take place.

Additional notes

At all stages of the process actions and decisions must be recorded in writing and shared with relevant personnel, to include the worker who raised the initial concern. In particular this must include written confirmation between the parties about an agreed outcome of the disagreement and how any outstanding issues will be pursued.

It may be useful for individuals to debrief following some disputes in order to promote continuing good working relationships.

This policy was adopted at a meeting of	_____	(name of provider)
Held on	_____	(date)
Date to be reviewed	_____	(date)
Signed on behalf of the management committee	_____	
Name of signatory	_____	
Role of signatory (e.g. chair/owner)	_____	

Abbotsham and Alwington Pre-school

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

Student placements

Policy statement

Our setting recognises that qualifications and training make an important contribution to the quality of the care and education provided by early years providers. 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 people' requirements of Ofsted and have DBS checks carried out.
- 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 placing students under the age of 17 years with the setting to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.
- Trainee staff employed by the setting 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 trainees and voluntary helpers.
- We require students to keep to our confidentiality policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.

Abbotsham and Alwington Pre-school

- 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.

This policy was adopted at a meeting of	_____	(name of provider)
Held on	_____	(date)
Date to be reviewed	_____	(date)
Signed on behalf of the management committee	_____	
Name of signatory	_____	
Role of signatory (e.g. chair/owner)	_____	

Abbotsham and Alwington Pre-school

Safeguarding and Welfare Requirement: Staff qualifications, training, support and skills

Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities.

Induction of staff, volunteers and managers

Policy statement

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

Procedures

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

This policy was adopted at a meeting of _____ (name of provider)

Held on _____ (date)

Date to be reviewed _____ (date)

Signed on behalf of the management committee

Name of signatory _____

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

Other useful Pre-school Learning Alliance publications

- Employee Handbook (2012)
- Recruiting and Managing Employees (2011)

Abbotsham and Alwington Pre-school

General Safeguarding and Welfare Requirement: Health

The provider must promote the good health of children attending the setting

Safety and suitability of premises, environment and equipment: Safety

Providers must take reasonable steps to ensure the safety of children, staff and others on the premises

Health and safety general standards

Policy statement

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

- We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Our member of staff responsible for health and safety is: Corrina White and Janine Shambrook
They are competent to carry out these responsibilities
- They have undertaken health and safety training and regularly update their knowledge and understanding.
- We display the necessary health and safety poster in the Majors Office

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in: the Old School Rooms on the Parent/Carer information board.

Procedures

Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the setting.

Abbotsham and Alwington 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 operate a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own or leave on their own after dark.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.
- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used. This states what the risks are and what to do if they have contact with eyes or skin or are ingested. It also states where they are stored.
- We keep all cleaning chemicals in their original containers.

Windows

- Low level windows are made from materials that prevent accidental breakage or are made safe.
- Windows are protected from accidental breakage or vandalism from people outside the building.

Doors

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

Floors

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

Electrical/gas equipment

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

Abbotsham and Alwington Pre-school

Storage

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

Outdoor area

- Our outdoor area is securely walled.
- 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.
- Our water tray is securely covered or otherwise guarded.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- All outdoor activities are supervised at all times.
- We have a climbing wall/tunnel that is checked daily and we have a risk assessment for this.

Hygiene

- We seek information from the Environmental Health Department and the Health Authority to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting
- 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;
 - cleaning and checking toilets regularly;
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
 - providing sets of clean clothes;
 - providing tissues and wipes; and.

Activities and resources

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.

Abbotsham and Alwington Pre-school

- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children who are sleeping are checked regularly.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.
- Large pieces of equipment are discarded only with the consent of the manager and the chairperson or owner

Legal framework

- Health and Safety at Work Act (1974)
- Management of Health and Safety at Work Regulations 1999
- Electricity at Work Regulations 1989
- Control of Substances Hazardous to Health Regulations (COSHH) (2002)
- Manual Handling Operations Regulations 1992 (as amended)
- Health and Safety (Display Screen Equipment) Regulations 1992

Further guidance

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

This policy was adopted at a meeting of _____ name of setting
Held on _____ (date)
Date to be reviewed _____ (date)
Signed on behalf of the management
committee _____
Name of signatory _____
Role of signatory (e.g. chair/owner) _____

Abbotsham and Alwington Pre-school

General Safeguarding and Welfare Requirement: Information and records

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

Admissions

Policy statement

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures. However due to a limited number of places we will prioritise families based on the following criteria:

Procedures

- **Admissions will be decided in the January before the new academic year, any registration forms submitted after January will be added to the waiting list if the admission list is already full.**

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- We ensure that information about our setting is accessible, in written and spoken form and, where appropriate, in more than one language. Where necessary, we will try to provide information in Braille, or through British Sign Language. We will provide translated written materials where language needs of families suggest this is required as well as access to an interpreter.
- 1. We arrange our waiting list in birth order
- 2. the vicinity of the home to the setting; and
- 3. siblings already attending the setting; and
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- We describe our setting and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
- We describe our setting and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion and ethnicity or from English being a newly acquired additional language.
- We describe our setting and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the setting.

Abbotsham and Alwington Pre-school

- We monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.
- We make our Valuing Diversity and Promoting Equality Policy widely known.
- We consult with families about the opening times of the setting to ensure we accommodate a broad range of family need.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
- Sessions may be limited to 3 per week for children who are not due to start primary school until the following academic year, depending on numbers.
- Those with summer term birthdays may have to wait until the autumn term to start depending on numbers.
- Sessions are limited to 5 per week depending on how busy the Pre School is.
- We try to give 6 sessions to children in need and children in care if they request them.
- If there is space and we have no waiting list we will take children on for an additional session over the 15 hours entitlement (6 sessions total) Parents/Carers are welcome to pay for these sessions or apply for the extended funding. We may be able to give extra sessions for a short amount of time, if we are busy. Please enquire for details.

This policy was adopted at a meeting of	_____	name of setting
Held on	_____	(date)
Date to be reviewed	_____	(date)
Signed on behalf of the management committee	_____	
Name of signatory	_____	
Role of signatory (e.g. chair/owner)	_____	

Abbotsham and Alwington Pre-school

Emergency Policy

In the event of an accident requiring hospital treatment, the Pre-school Leader or Deputy Leader in charge will try to inform the parents/carers immediately and take the child to hospital. This person will stay with the child until the parents arrive.

If the parents do not arrive or we are unable to contact them, this person will stay with the child until the appropriate treatment has been given and then return the child to Abbotsham and Alwington Pre-School where he or she would be cared for until the arrival of the parents.

Accident / Injury / Illness Procedure			
Step one	Step Two	Step Three	Step Four
<u>Corrina</u> to deal with incident as nominated first Aider	<u>Janine</u> as Pre School Leader will call the emergency services and the Parents/carers	Remaining <u>staff</u> will take children away from incident and may place display boards around incident to protect the other children from seeing the injured child.	Accident/incident form will be filled out by the member of staff who witnessed the incident and will be added to by all other members of staff to get a full picture.
In the absence of Corrina the responsibility would fall to <u>Linda</u> then then <u>Janine</u> then <u>Michelle</u> then <u>Angela</u>	In the absence of Janine the responsibility will fall to <u>Angela</u> then <u>Karen</u> then <u>Michelle</u> then <u>Linda</u>		

This Policy was adopted at a meeting of Abbotsham and Alwington Pre-School.

Held on (date) _____

Signed on behalf of _____

Abbotsham and Alwington Pre-school

Safeguarding and Welfare Requirement: Child Protection

Providers must have and implement a policy, and procedures, to safeguard children.

Preventing Extremism and Radicalisation Policy

Introduction

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

In adhering to this policy, all staff, including visiting staff, volunteers, students on placement and visitors will contribute to our setting's delivery of the outcomes for all children, as set out in s10 (2) of the Children Act 2004¹.

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

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

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

1 the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.

Ethos and Practice

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

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

- There is no place for extremist views of any kind in our setting, whether from internal sources –children, staff or management, or external sources - school community, external agencies or individuals. The children see our setting as a safe place where they can ask questions about the world and where our staff encourage and facilitate these opportunities.
- As a setting we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our children.

Abbotsham and Alwington Pre-school

- We aim to provide a broad and balanced early years curriculum, delivered by skilled professionals, so that our children understand and become tolerant of difference and diversity and also to ensure that they thrive and feel valued and respected as individuals.
- Children can be exposed to extremist influences or prejudiced views from an early age which originate from a variety of sources and media, including via the internet. There may be times when children may reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.
- Any prejudice, discrimination or extremist views, including derogatory language, displayed by children or staff will always be challenged and where appropriate supported through discussion with children and their families and the Code of Conduct for staff.
- Where misconduct by a member of staff is proven the matter will be referred to the Local Authority.

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

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

Teaching Approaches

- We will ensure our teaching approaches help children to build resilience to extremism and give them a positive sense of identity through Personal, Social and Emotional development and the promotion of critical thinking. We will aim to ensure that all our staff are equipped to recognize extremism and are skilled and confident enough to challenge it in a way appropriate to the child's age and level of development.
- We will facilitate a 'safe place' for children to speak confidently and openly about any worries or concerns they may have concerning their safety and will equip our children with the appropriate skills to become self-assured young people.
- This approach will be embedded within the ethos of our setting so that children know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution.
- We will work with local partners, families and communities in our efforts to ensure our setting understands and embraces our local context and values in challenging extremist views and to assist in the broadening of children's experiences. We will help support children who may be vulnerable to such influences as part of our wider safeguarding responsibilities and in such instances seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

Abbotsham and Alwington Pre-school

- At our setting we will promote the values of democracy, the rules of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage children to respect one another and to respect and tolerate difference, especially those of a different faith or no faith.

Whistle Blowing

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

Please refer to our setting's Whistle Blowing Policy.

Safeguarding

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

Role of the Lead Safeguarding Practitioner

The Lead Safeguarding Practitioner is...Janine Shambrook, and the Deputy is Angela Colley

In line with Recommendation 2 of Peter Clarke's Report; In Abbotsham and Alwington Pre-School , the role of the Lead Safeguarding Practitioner will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

Training

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

Recruitment

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

Policy Adoption, Monitoring and Review

This policy was considered and adopted by Abbotsham and Alwington Pre School, in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education'

Abbotsham and Alwington Pre-school

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

The effectiveness of this policy will be evaluated by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children.

Policy Adopted by: _____ Abbotsham and Alwington Pre School

_____ Date: _____

Policy Last Reviewed on: _____

Policy Due for Review on: _____

Abbotsham and Alwington Pre-school

Staff Code of Conduct

Policy Statement

Abbotsham and Alwington Pre-School believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the well-being of all its staff and children. The following policy will make sure that all staff are aware of the standards set by Abbotsham and Alwington Pre-School.

The purpose of this policy is to establish, and encourage, all staff to achieve high standards of conduct at work and to help provide a fair and consistent way of dealing with alleged failures to observe them.

Procedure

- All staff are expected to give the highest possible standard of service to the public. Staff should conduct themselves with integrity, impartiality and honesty. Breaches of conduct and personal behaviour will be subject to disciplinary procedures.
- All staff have an absolute duty to promote and safeguard the welfare of children and to take appropriate action where they consider that a child may be at risk of suffering harm.
- The policy applies to all staff, volunteers and temporary/casual workers.
- Our Valuing Diversity and Promoting Equality policy reflects one of Abbotsham and Alwington Pre-School core values. All staff are entitled to fair treatment by others and to be treated with respect and dignity. In return, they are expected to treat others in this way.
- Staff must not use any information obtained during their employment for personal gain or benefit, nor should they pass it on to others who might use it for personal advantage.

Disclosure of personal information relating to staff/children/public

Many staff have access to personal information, for example, medicine forms. In order to comply with the GDPR (general data protection regulation), all staff must treat this information in a discreet and confidential manner, and adhere to the following guidelines:

- Written records and correspondence should be kept securely at all times.
- Information relating to staff/children/public must not be disclosed either orally or in writing to unauthorised persons.
- Information relating to staff/children/public must not be given over the telephone unless the caller has given details of their right to ask for such information. Staff should check on the caller's right to information by obtaining their telephone number and calling back to check their identity or by asking for a written request for information.
- Confidential matters relating to staff/children/public should not be discussed in areas where they may be heard by passers-by, for example corridors, reception.
- Any breach of confidentiality may be regarded as misconduct and be subject to disciplinary action.
- Staff are not permitted to make statements or write letters to the media.
- Where staff are aware, or have evidence of illegal, improper or abusive behaviour of another member of staff towards the children, he or she must notify it immediately to the Abbotsham and Alwington Pre-

Abbotsham and Alwington Pre-school

School manager, unless the allegation is against the manager when he or she should bring it to the attention of the Chair of the committee or Designated Safeguarding Lead/deputy. Where a member of staff fails to report such concerns this may be construed as misconduct and lead to disciplinary action.

- Abbotsham and Alwington Pre-School believes in treating all staff with respect and trust in a mature, respectful and considerate manner and expects the same approach from staff. Abbotsham and Alwington Pre-School expects employees to respect property, other staff and their property at all times. Staff should also demonstrate the characteristics they are trying to inspire in the children. Failure to observe the standards of behaviour expected breaks the bond of trust that is fundamental to Abbotsham and Alwington Pre-School/staff relationships and may lead to disciplinary action.
- Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the manager with sufficient notice. Failure to notify absence is unauthorised absence.
- All senior management must set a timekeeping standard that is known to all staff. This standard should be applied consistently with staff arriving and departing from their place of work at the agreed times. Staff must inform senior management of their whereabouts and expected time of return when they are out of the Pre-School grounds.
- Staff must not cause loss or damage through carelessness, negligence, a reckless act or breach of instructions. It is only a disciplinary offence if the individual is considered to be personally responsible.

It is the responsibility of all staff to carry out reasonable instructions. In those circumstances where a member of staff refuses to obey a reasonable instruction, it will be necessary to investigate the situation and, depending on the outcome of an investigation, disciplinary action may be taken.

Staff should be aware of the following expected standards of behaviour when attending work related events in and outside of work time where attendance could be seen as representing Abbotsham and Alwington Pre-School. The Staff Code of Conduct, staffing and employment policies will still apply e.g. regarding drug/alcohol abuse, harassment and discrimination:

- Consideration and respect for others.
- Those in a position of management/senior management should not behave in any way that could undermine their position.
- Abbotsham and Alwington Pre-School should always be seen in a favourable way by the public.
- Smoking is not permitted in any part of the building or grounds at any time.
- Staff have a duty to familiarise themselves with all the safety regulations that apply to their job and the area in which they work. Refer to Health and Safety Policy.
- Any member of staff who commits a fraudulent act is liable to disciplinary action, which may include dismissal and possible criminal prosecution, even for a first offence. Staff involved in the investigation of alleged fraud may be required to sign an additional code of conduct relating to their specific duties.
- Staff must report to the Pre-School manager details of any arrest or criminal conviction or caution made against them by the Police (except for minor traffic offences, i.e. where they do not result in imprisonment or suspension of his or her driving licence), where the offence is also a breach of discipline and/or may have a direct impact on the employee's job, or where it calls into question their suitability to work with children.

Abbotsham and Alwington Pre-school

- Where a member of staff has witnessed misconduct i.e. a fraudulent activity; he or she will have a duty to report such an incident.
- It is Abbotsham and Alwington Pre-School's policy that all current and prospective members of staff will have equal opportunity for employment, promotion and training on the basis of relevant ability, qualifications and merit. Staff must ensure that they do not unfairly discriminate on the grounds of gender, race colour, marital status, national or ethnic origin, nationality, sexual orientation, disability, age or religion. All job applicants and workers are treated equally and Abbotsham and Alwington Pre-School will make reasonable adjustments where appropriate for disabled applicants and workers.
- Abbotsham and Alwington Pre-School seeks to provide an environment for all members of staff, contractors, temporary workers and volunteers free from harassment, bullying, intimidation and victimisation. Disciplinary action will be taken against any employee who is found to have committed a deliberate or unlawful act of discrimination, sexual or racial harassment or bullying.
- A uniform is provided, consisting of two t-shirts and two cardigans/jumpers, which should be worn on a daily basis unless stated by the manager. Staff should ensure they are dressed decently, safely, and appropriate for the tasks they undertake. Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegation.
- No member of staff is permitted to discuss or post any information relating to any part of their work at Abbotsham and Alwington Pre-School and, including but not exclusive to, comments on other staff, children, the working day and practices. This includes but is not exclusive to Facebook and Twitter and is in line with our safeguarding and privacy policies.
- Personal belongings such as bags, purses and mobile phones are subject to search for legitimate reasons. These searches could be carried out by the safeguarding officers or the manger or deputy manager. All phones must be kept locked in their filing cabinet along with personal bags.

Alcohol and drugs

Staff must ensure that they are not unfit for duty as a result of the effects of alcohol or drugs. Staff should be aware of the lasting effects of alcohol and drugs, both prescription and illegal, and ensure that any consumption of these substances does not impair their ability to discharge their duties.

Managers must investigate and not make assumptions as similar symptoms may occur in some illnesses.

Managers will encourage employees to seek help as soon as a problem is identified. Consideration will need to be made about the most appropriate action. To help bring any issues into the open a confidential meeting should be arranged with the individual (he/she may be accompanied by a work colleague).

The meeting will be handled sensitively and focus on the wish to improve the employee's performance. The purpose should be to encourage the member of staff to admit there is a problem and explore the cause or reason for the problem.

It is important to establish whether any aspect of the job or stress has made the member of staff turn to drugs or alcohol. It should be emphasised that the member of staff should be encouraged to seek help from a GP or a

Abbotsham and Alwington Pre-school

specialist agency. Members of staff with a drink or drugs problem should have the same rights to confidentiality and support as they would if they had any other medical condition.

The consequences of continual poor performance need to be underlined if an employee is not ready to admit or refuses to recognise there is a problem. It is important to try and be supportive for as long as possible.

Where an employee continually fails to reach adequate performance levels and fails to accept help and/or improve then it may result in dismissal.

This policy was adopted at a meeting of	Abbotsham and Alwington Pre-School
Held on	15/04/2018
Date to be reviewed	
Signed on behalf of the provider	

Abbotsham and Alwington Pre-school

Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment and Equipment

Providers must follow their legal responsibilities under the Equality Act 2010.

British values

Policy statement

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/I are in receipt of public funding we/I 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

Abbotsham and Alwington Pre-school

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 the 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 are engaged with the wider community.
 - Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves 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

Abbotsham and Alwington Pre-school

- fail to challenge behaviours (whether 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 (HMG 2015)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

This policy was adopted by	<i>Abbotsham and Alwington Pre School</i>
On	_____ (date)
Date to be reviewed	_____ (date)
Signed on behalf of the provider	_____
Name of signatory	_____
Role of signatory (e.g. chair, director or owner)	_____

Other useful Pre-school Learning Alliance publications

- Guide to the Equality Act and Good Practice (2015)

Abbotsham and Alwington Pre-school

Safeguarding and Welfare Requirement: Child Protection

Providers must have and implement a policy, and procedures, to safeguard children.

Preventing Extremism and Radicalisation Policy

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In adhering to this policy, all staff, including visiting staff, volunteers, students on placement and visitors will contribute to our setting's delivery of the outcomes for all children, as set out in s10 (2) of the Children Act 2004¹.

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

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- Social Media Guidance, July 2015,
- Tackling Extremism in the UK, DfE
- Equality Act 2010 and guidance on its implementation
- Peter Clarke's Report into allegations concerning Birmingham schools, July 2014.

1 the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.

Ethos and Practice

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

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

- There is no place for extremist views of any kind in our setting, whether from internal sources –children, staff or management, or external sources - school community, external agencies or individuals. The children see our setting as a safe place where they can ask questions about the world and where our staff encourage and facilitate these opportunities.
- As a setting we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our children.
- We aim to provide a broad and balanced early years curriculum, delivered by skilled professionals, so that our children understand and become tolerant of difference and diversity and also to ensure that they thrive and feel valued and respected as individuals.

Abbotsham and Alwington Pre-school

- Children can be exposed to extremist influences or prejudiced views from an early age which originate from a variety of sources and media, including via the internet. There may be times when children may reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.
- Any prejudice, discrimination or extremist views, including derogatory language, displayed by children or staff will always be challenged and where appropriate supported through discussion with children and their families and the Code of Conduct for staff.
- Where misconduct by a member of staff is proven the matter will be referred to the Local Authority.

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

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

Teaching Approaches

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

Abbotsham and Alwington Pre-school

Whistle Blowing

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

Please refer to our setting's Whistle Blowing Policy.

Safeguarding

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

Role of the Lead Safeguarding Practitioner

The Lead Safeguarding Practitioner is: Janine Shambrook, and the Deputy is Angela Colley

In line with Recommendation 2 of Peter Clarke's Report; In Abbotsham and Alwington Pre-School , the role of the Lead Safeguarding Practitioner will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

Training

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

Recruitment

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

What to do if you have a concern

As explained above, if a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care.

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly.

Abbotsham and Alwington Pre-school

Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

Policy Adoption, Monitoring and Review

This policy was considered and adopted by Abbotsham and Alwington Pre-school in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education'

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

The effectiveness of this policy will be evaluated by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children.

This policy was adopted by	<u>Abbotsham and Alwington Pre School</u>
On	<u>(date)</u>
Date to be reviewed	<u>(date)</u>
Signed on behalf of the provider	<u></u>
Name of signatory	<u></u>
Role of signatory (e.g. chair, director or owner)	<u></u>

Abbotsham and Alwington Pre-school

Safeguarding and Welfare Requirement: Information and Records

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

Transfer of records to school

Policy statement

We recognise that children sometimes move to another early years setting before they go on to school, although many will leave our setting to enter a nursery or reception class.

We prepare children for these transitions 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. Prior to transferring information, we will establish the lawful basis for doing so (see our Privacy Notice).

Procedures

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

- Using the *Early Years Outcomes* (DfE 2013) guidance and our assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.
- The record refers to:
 - any additional language spoken by the child and his or her progress in both languages;
 - any additional needs that have been identified or addressed by our] setting;
 - any special needs or disability, whether a TAF was raised in respect of special needs or disability, whether there is an Education, Health and Care Plan, and the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.

Abbotsham and Alwington Pre-school

- When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.
- If there have been any welfare or protection concerns, we place a star on the front of the assessment record.

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/me] to use.
- Where a TAF 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 section 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

- General Data Protection Regulations (GDPR) (2018)
- 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: Advice for practitioners (HM Government 2015)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

This policy was adopted by

Abbotsham and Alwington Pre School

On

_____ (date)

Date to be reviewed

_____ (date)

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

Abbotsham and Alwington Pre-school

Privacy notice

Abbotsham and Alwington Pre-Schools Privacy Notice

Abbotsham and Alwington Pre-School, Old School Rooms, Abbotsham, EX39 5AP

Data Protection Officers - Janine Shambrook (Pre-School Leader) and the Chair of the Pre-School

Introduction

We are committed to ensuring that any personal data we hold about you and your child is protected in accordance with data protection laws and is used in line with your expectations.

This privacy notice explains what personal data we collect, why we collect it, how we use it and how we protect it.

What personal data do we collect?

We collect personal data about you and your child to provide care and learning that is tailored to meet your child's individual needs. We also collect information in order to verify your eligibility for free childcare as applicable.

Personal details that we collect about your child include:

- your child's name, date of birth, address, health and medical needs, development needs, and any special educational needs

Where applicable we will obtain child protection plans from social care and health care plans from health professionals.

We will also ask for information about who has parental responsibility for your child and any court orders pertaining to your child.

Personal details that we collect about you include:

- your name, home and work address, phone numbers, emergency contact details, family details and National Insurance Number.

Abbotsham and Alwington Pre-school

This information will be collected from you directly in the registration form and on the consent form when your child first visits us.

If you apply for up to 30 hours free childcare, we will also collect:

- your national insurance number or unique taxpayer reference (UTR), if you're self-employed. We may also collect information regarding benefits and family credits that you are in receipt of.

Why we collect this information and the legal basis for handling your data

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

- contact you in case of an emergency
- to support your child's wellbeing and development
- to manage any special educational, health or medical needs of your child whilst at our setting
- to carry out regular assessment of your child's progress and to identify any areas of concern
- to maintain contact with you about your child's progress and respond to any questions you may have
- to process your claim for up to 30 hours free childcare (only where applicable)
- to process a pupil premium claim (only where applicable)
- to keep you updated with information about our service

With your consent, we will also record your child's activities for their individual learning record. This may include photographs and videos. You will have the opportunity to withdraw your consent at any time, for images taken by confirming so in writing.

We also use an online learning journey program call 'Tapestry' The Tapestry system is hosted on secure, dedicated servers based in the UK.

We have a legal obligation to process safeguarding related data about your child should we have concerns about their welfare. We also have a legal obligation to transfer records and certain information about your child to the school that your child will be attending (see *Transfer of Records* policy).

Who we share your data with

In order for us to deliver childcare services we will also share your data as required with the following categories of recipients:

- Ofsted – during an inspection or following a complaint about our service
- banking services to process chip and pin and/or direct debit payments (as applicable)
- the Local Authority (where you claim up to 30 hours free childcare as applicable)
- the Local Authority (where we claim pupil premium)
- the government's eligibility checker (as above)
- our insurance underwriter (if applicable)

Abbotsham and Alwington Pre-school

- our setting software management provider (if applicable)
- the school that your child will be attending

We will also share your data if:

- We are legally required to do so, for example, by law, by a court or the Charity Commission;
- to enforce or apply the terms and conditions of your contract with us.
- to protect your child and other children; for example by sharing information with social care or the police;
- it is necessary to protect our/or others rights, property or safety

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

How do we protect your data?

We protect unauthorised access to your personal data and prevent it from being lost, accidentally destroyed, misused, or disclosed by:

All files are kept in the Major's Office at Pre School. The office is securely locked up once we leave the premises. Development files are kept in separate cupboards. Sensitive information is kept in a locked filing cabinet. Names and addresses are kept in a locked cupboard.

Staff never take home the children's files.

How long do we retain your data?

We retain your child's personal data for up to 3 years after your child no longer uses our setting, or until our next Ofsted inspection after your child leaves our setting. Medication records and accident records are kept for longer according to legal requirements. Your child's learning and development records are maintained by us and handed to you when your child leaves.

In some instances (child protection, or other support service referrals) we are obliged to keep your data for longer if it is necessary to comply with legal requirements (see our Children's and Provider Records policies).

Your rights with respect to your data

You have the right to:

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

Abbotsham and Alwington Pre-school

If you wish to exercise any of these rights at any time or if you have any questions, comments or concerns about this privacy notice, or how we handle your data please contact us. If you continue to have concerns about the way your data is handled and remain dissatisfied after raising your concern with us, you have the right to complain to the Information Commissioner Office (ICO). The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk/

Changes to this notice

We keep this notice under regular review. You will be notified of any changes where appropriate.

Abbotsham and Alwington Pre-school

Safeguarding and Welfare Requirement: Information and Records

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

Information sharing

'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.'

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

Policy statement

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 record and share information about children and their families (data subjects) in line with the six principles of the General Data Protection Regulations (GDPR) (2018) which are further explained in our Privacy Notice that is given to parents at the point of registration. The six principles state that personal data must be:

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject.
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against accidental loss, destruction or damage, using appropriate technical or organisational measures

Abbotsham and Alwington Pre-school

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.

Procedures

Our procedure is based on the GDPR principles as listed above and the seven golden rules for sharing information in the Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. We also follow the guidance on information sharing from the Local Safeguarding Children Board.

1. *Remember that the General Data Protection Regulations 2018 and human rights law are not barriers to justified information sharing as per the Children Act 1989, 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 consent, unless it is unsafe or if I have a legal obligation to do so. A Privacy Notice is given to parents at the point of registration to explain this further.*

In our setting we ensure parents:

- Receive a copy of our Privacy Notice and 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

Abbotsham and Alwington Pre-school

- 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 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.
 - Managers seek 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 there is a legal obligation.
 - Our guidelines for consent are part of this procedure.
 - Our manager is conversant with this and she 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.

Abbotsham and Alwington Pre-school

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 overridden.
- We may cover this verbally when the child starts or include this in our prospectus.
- Parents sign our Registration 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.
- Signed consent forms are kept in the child's tray along with their development folder.
- We consider the following questions when we assess the need to share:
 - Is there a 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?

Abbotsham and Alwington Pre-school

- Consent must be freely given and *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 as detailed in the Privacy Notice.
- 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.
- Consent can be withdrawn at any time.
- We explain our Information Sharing Policy to parents.

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 our 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

- General Data Protection Regulations (GDPR) (2018)
- 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)

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed on behalf of the provider _____

Name of signatory _____

Role of signatory (e.g. chair, director or owner) _____

Abbotsham and Alwington Pre-school

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

Children's records

Policy statement

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 General Data Protection Regulations (GDPR) (2018) and the Human Rights Act (1998).

This policy and procedure should be read alongside our Privacy Notice, Confidentiality 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 in an individual tray in closed cupboards 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 or records of disputes about fees.
- Child's development, health and well-being – including a summary only of the child's EYFS profile report, a record of discussions about every day matters about the child's development health and well-being with the parent.

Abbotsham and Alwington Pre-school

- Early Support – including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs an SEN action 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 the major's 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 person, 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 S11 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 Privacy Notice, Confidentiality 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 includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for three years after they have left the setting; 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 folder, 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 cupboard for three years. After three years it is destroyed.
- If data is kept electronically it is encrypted and stored as above.
- 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.

Abbotsham and Alwington Pre-school

Other records

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

Legal framework

- **General Data Protection Regulations (GDPR) (2018)**
- **Human Rights Act (1998)**

Further guidance

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

This policy was adopted by	<u>Abbotsham and Alwington Pre-School</u>
On	<u>(date)</u>
Date to be reviewed	<u>(date)</u>
Signed on behalf of the provider	<u></u>
Name of signatory	<u></u>
Role of signatory (e.g. chair, director or owner)	<u></u>

Abbotsham and Alwington Pre-school

Safeguarding and Welfare Requirement: Information and Records

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to ensure the needs of all children are met

Parental involvement

Policy statement

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

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

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

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

The Children Act (1989) defines parental responsibility as 'all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property'.

Procedures

- Parents are made to feel welcome in our setting; they are greeted appropriately, there is adult seating and provision for refreshment.
- We have a means to ensure all parents are included - that may mean that we have different strategies for involving fathers, or parents who work or live apart from their children.
- We make every effort to accommodate parents who have a disability or impairment.
- We consult with all parents to find out what works best for them.
- We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.

Abbotsham and Alwington Pre-school

- We inform all parents about how the setting is run and its policies, through access to written information, including our Safeguarding policy and our responsibilities under the Prevent Duty, and through regular informal communication. We check to ensure parents understand the information that is given to them.
- Information about a child and his or her family is kept confidential within our setting. We provide you with a privacy notice that details how and why we process your personal information. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child's development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child. Reference is made in our Information Sharing Policy on seeking consent for disclosure.
- We seek specific parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- The expectations that we make on parents are made clear at the point of registration.
- We make clear our expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
- We seek parents' views regarding changes in the delivery of our service.
- We encourage parents to become involved in the social and cultural life of the setting and actively contribute to it.
- As far as possible our service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
- We provide sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
- Our key persons meet regularly with parents to discuss their child's progress and to share concerns if they arise.
- Where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs.
- Where applicable, our key persons work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- We involve parents in the shared record keeping about their children - either formally or informally – and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We support families to be involved in activities that promote their own learning and well-being; informing parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language; making every

Abbotsham and Alwington Pre-school

effort to provide an interpreter for parents who speak a language other than English and to provide translated written materials.

- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home. There are opportunities for parents to take active roles in supporting their child's learning in the setting: informally through helping out or taking part in activities with their child, or through structured projects engaging parents and staff in learning about children's learning.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is also in place at our setting:

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

This policy was adopted by

Abbotsham and Alwington Pre-School

On

_____ (date)

Date to be reviewed

_____ (date)

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

Other useful Pre-school Learning Alliance publications

- Complaint Investigation Record (2015)
- Engaging Mothers & Fathers (2010)
- Safeguarding Children (2013)
- The First and Foremost Series (2008)
- Playcards for the Home Environment (2016)

Abbotsham and Alwington Pre-school

Late collection policy

Please be on time to drop off and pick up your children.

The following times are in place:-

8am – breakfast club

8.30am - Early start

9am – drop off for morning session

12pm – pick up for morning session

12.30pm – drop off for afternoon session

3.25/3.30pm – pick up for afternoon session

4pm – pick up for after school club

The children have their lunch at 12.30pm, but around this time and at 12 o'clock we also need to accommodate staff lunch breaks and ensure that we keep to our permitted child to staff ratios. Late pick-ups and drop-offs can cause the staff to have late lunches and in some instances have missed their lunch break completely.

Once the children leave at 3.30pm and 4pm two members of staff are required to work until 4.30pm to clean the pre-school ready for the next school day. Whilst there is a child within the setting there must be a minimum of two members of staff on the premises. The delay in collection has meant that staff have had to work beyond their working hours, and in some instances have been unable to leave the setting when they have had an appointment to get to.

If this persists, parents shall be issued with a warning letter.

Thereafter and if still not adhered to, a late drop off and/or pick up charge shall have to be imposed. This shall be set at £15 per child, for each half an hour or part thereof from the time when they should have been collected by their appointed carer.

If your child leaves us at 3.30 please ensure that you pick up by 3.30, even though there are children still with us, they are the children that are booked into after school club. You will still be issued with a late pick up charge if you are persistently late.

We appreciate that sometimes there may be circumstances beyond parent / carer control affecting the prompt collection of your child. If you know you are going to be late collecting the child in our care please call at the earliest opportunity and discuss with the manager/deputy manager the arrangements for collection. Please note that a late stay fee will still be chargeable, unless agreed otherwise, for example in exceptional circumstances.

Please see 'Non-collection of children policy'

This policy was adopted at a meeting of Abbotsham and Alwington Pre-school

Held on (date) _____

Signed on behalf of the Pre-school _____

Abbotsham and Alwington Pre-school

lockdown procedure

Provider's must take reasonable steps to ensure the safety of children, staff and others on the premises in case of fire or any other emergency and must have an emergency evacuation procedure (Early years foundation stage statutory framework, April 2017)

Abbotsham and Alwington Pre-School recognises the potentially serious risk to children, staff and visitors in emergency or harmful situations.

A lockdown may take place where there is a perceived risk of threat to the Pre-School, its staff, children and visitors or property.

Where possible the Pre-School will act to ensure the safety of all personnel in the setting in the following situations;

- In the event that an unauthorised person(s) considered dangerous are on the Pre-School grounds or if we have intelligence that they were in the vicinity and pose a threat.
- In instances including domestic break downs where estranged parties are attempting to abduct children
- In instances where staff, students or volunteers from within the setting become a threat to the well-being of others.
- In emergency situations within the area of the Pre-School where there is potential risk from spillages or poisonous fumes.

A lock down will be initiated by;

- The person raising the alarm will blow the whistle using 3 short blasts – to be repeated as necessary, and will shout “**LOCKDOWN, LOCKDOWN, LOCKDOWN**”.
- Lock down procedures will be practiced from time to time so that staff and children are familiar with them.

Practices and procedure.

To follow the **CLOSE** procedure;

Close all windows and doors

Lock up

Out of sight and minimise movement

Stay silent and avoid drawing any attention

Endure, be-aware that you may be in lock down for some time.

Abbotsham and Alwington Pre-school

The following steps provide guidelines for staff, visitors and students in an emergency situation;

- On hearing the lockdown signal a member of the management team / person raising the alarm will call 999.
- Once alarm is activated, Members of staff will alert staff and children outside to get indoors. And take registers.
- Staff will close all windows and close blinds, lock doors and where possible, turn off lights.
- If children are in the playground we will all, if possible, go into the Majors Office
- If we are split and are in two rooms we will stay where we are with doors locked and communicate between the two rooms using the intercom.
- We will try to all be in the Majors Office as the toilets are there
- If necessary we could hide under tables or in the bathroom
- **Any staff member that is not within their area at the time of Lockdown must go to the nearest lockdown zone if safe to do so. Roll call will commence.**

Go In, stay in, tune in

Local industrial accidents e.g a factory fire with hazardous fumes, may also require the need for sheltering in the Pre-School. All windows and doors should be kept shut and appliances such as extractor fans should be turned off. The emergency units and local authority will give the all clear. Further advice may be given over the radio.

Go in – Majors Office

Stay In – make ourselves comfortable until told we can safely leave

Tune In – turn on the local radio for updates

Internal threat response / evacuation.

- On hearing the fire alarm during LOCKDOWN. Make no attempts to leave your lockdown zone unless authorised to do so by management or the police etc.
- Do not use the Pre-School phones; intercom or outside lines unless you are giving the Lockdown message or calling the emergency services.
- Remain in lockdown until the all clear message is given.

This procedure was adopted at a meeting of Abbotsham and Alwington Pre-school

Held on (date) _____

Signed on behalf of the Pre-school _____

Abbotsham and Alwington Pre-school

Fire Safety Policy

Provider's must take reasonable steps to ensure the safety of children, staff and others on the premises in case of fire or any other emergency and must have an emergency evacuation procedure (Early years foundation stage statutory framework, April 2017)

The staff and committee create a safe environment where the prevention of fire is of vital importance. Our first duty is always to look after the children and this will mean the evacuation of the building. No attempt should be made to fight the fire until their safety is ensured, and then without exposing any person to risk

The Pre-School has 2 appointed Fire Officers (Janine Shambrook and Corrina White) who will plan and implement regular fire drills.

The Pre-School will carry out fire drills at least twice a term - ensuring that all children are aware of the fire evacuation procedure. We will log every fire drill carried out in the Fire Safety file. This is kept in the register bag.

Testing of fire alarms is carried out during our practise emergency evacuations and at staff meetings. Firefighting equipment testing is carried out annually by the trustees.

There are smoke detectors in every room.

All emergency exits are to be kept clear and free of obstruction at all times

The Fire Risk Assessment is reviewed annually by the Pre-School leader, staff and committee. This assessment will:

Identify any person especially at risk in case of a fire, for example: very young children, children with additional needs, vulnerable adults and make plans for their safe evacuation
Review the Pre-School evacuation plan

Look at the past years records of fire practices

Ensure the provision of adequate training
General Fire Safety

All staff will make it their responsibility to ensure:

Tops and fronts of heaters are kept clear
There is 1 metre clearance to the routes of exit doors
All electrical equipment is PAT tested annually
Displays where possible will not be above heaters, and if this is unavoidable they will be securely fixed
Combustible materials (paper, card, fabrics etc) are not stored near to sockets or lights

Electrical appliances are switched off at the mains when not in use and at the end of the day.

Smoking is prohibited in and around the Pre-School.

Abbotsham and Alwington Pre-school

Advice on the procedure in the event of a fire

Discovering a fire:

Do not attempt to put it out. Firstly raise the alarm by using the fire whistle and follow the procedure on the 'Fire drill Notice'

A member of staff will raise the alarm immediately and the emergency services will be called at the earliest possible opportunity. All children will immediately be escorted out of the building and to the assembly point. The assemble point is by the St Helen's staff carpark. No attempt will be made to collect personal belongings, or to re-enter the building after evacuation.

The premises will be checked by the designated Fire Safety Officer and the register will be collected, providing that this does not put anyone at risk. On exiting the building, the Fire Safety Officer will close all accessible doors and windows to prevent the spread of fire, providing this does not put themselves or others at risk.

The register will be taken and all children, staff and visitors accounted for. If any person is missing from the register, the emergency services will be informed immediately. If for any reason the register is not to hand, the Supervisor should access the emergency contacts list that is kept off the premises

If for any reason the designated Fire Safety Officer is absent at the time of an incident, the Supervisor will assume responsibility or nominate a replacement member of staff.

Ofsted will be notified about any significant changes or events.

After the event:

If it is a drill or false alarm then the building can be re-entered if deemed safe by either the managing staff or the fire rescue team and logs will be completed. If the fire was real and the building is deemed unfit to be re-entered then each child's parents or emergency contacts will be contacted and asked to collect the child ASAP. At this point the children will be taken to St Helen's school to await collection.

This procedure was adopted at a meeting of Abbotsham and Alwington Pre-school

Held on (date) _____

Signed on behalf of the Pre-school _____

Abbotsham and Alwington Pre-school

Lone Working Policy

At Abbotsham and Alwington Preschool we recognise that there may be times especially at the beginning or end of a working day, where staff members could be in the setting working alone, during these times the Lone Worker Policy should be adhered to. This may be inside or outside on setting grounds where, should an emergency happen, there is nobody who could be expected to come to their aid.

Staff members will be given the Lone Worker Policy and will have access to read it if they are to be alone in the setting.

Procedures When Lone Working

- Avoid lone working wherever possible.
- Staff should sign in and out of the setting at the register by the front door, logging the date and times which they arrive and leave.
- Staff should carry either a mobile phone or setting telephone at all times when lone working in case of injury which renders the staff member immobile.
- When intending to work at the setting during closed times such as holidays or weekends, staff should let someone know family/relatives/colleague you are coming into work, how long you expect to be and when you are leaving.
- The manager should also be informed if staff plan to enter the setting during closed times such as holidays or evenings.
- Staff should follow fire evacuation procedures and attend fire assembly points in the event of a fire.
- Staff must not approach or let into the building unknown persons when lone working. If maintenance workers are expected to do jobs in the setting two staff members should remain to oversee the work, or the lone worker should keep in communication with another staff member/chairperson, to let them know they are alone with someone and agree an amount of time to wait for an update to say the lone worker is safe. If the allotted time passes and the lone worker has not informed the staff member of their safety, a curtesy call should be made to the setting number and mobile phone. If no contact made and concerns arise, police should be involved and a visit to the setting made, with more than one worker visiting the lone worker to check safety.
- The usual end of day checklist should be followed to ensure the staff member has remembered all lights and power points to switch off and checks to be made before final exit of the premises.
- Any confidential information holding filing cabinets and cupboards used should be locked again.
- Staff should ensure that the gate is locked and that the doors are locked securely before leaving.

This procedure was adopted at a meeting of Abbotsham and Alwington Pre-school

Held on (date) _____

Signed on behalf of the Pre-school _____