

Policies



Abbotsham and Alwington Pre-school

Policies

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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.

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

The address and telephone number of our Ofsted regional centre are:

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD
Helpline: 0300 123 1231
Website: www.ofsted.gov.uk/parents

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

If a child appears to be at risk, our pre-school follows the procedures of the Area Child Protection Committee in our local authority.

In these cases, both the parent and pre-school are informed and the pre-school leader works with Ofsted or the Area Child Protection Committee to ensure a proper investigation of the complaint followed by appropriate action.

Records

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

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

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)

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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 the locked cupboard in the Major's Office.

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.

The Pre School accepts that employees will bring their mobile phones to work

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) _____

Signed on behalf of _____

Abbotsham and Alwington Pre-school

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 organisatio

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 holds the CACHE Level 3 Diploma in Pre-school Practice. Three 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:

- Mon – Angela
- Tue – Janine am, Linda 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.

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- 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.

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- 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;

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- 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.

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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)

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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.

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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.

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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.

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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)

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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.

Illness

Absence Time

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

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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 _____

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Safeguarding Policy

Purpose and Aims

The purpose of Abbotsham and Alwington Pre Schools safeguarding 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/trustees/proprietors**, 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

All children deserve the opportunity to achieve their full potential. In 2003, the Government published the *Every Child Matters* Green Paper alongside the formal response to the report into the death of Victoria Climbié. The Green Paper set out five outcomes that are key to children and young people's wellbeing:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution; and
- achieve economic wellbeing.

The five outcomes are universal ambitions for every child and young person, whatever their background or circumstances. Improving outcomes for all children and young people underpins all of the development and work within this setting.

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Safeguarding in Abbotsham and Alwington Pre School is considered everyone's responsibility and as such 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 recognizes the contribution it can make in ensuring that all children registered or who use our setting feel that they will be listened to and appropriate action taken. We will do this 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 throughout our curriculum 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.

Responsibilities and expectations

Abbotsham and Alwington Pre School has **a proprietor/trustees/committee** whose legal responsibility it is to make sure that the setting has an effective safeguarding policy and procedures in place and monitors that the setting complies with them. The **proprietor/trustees/committee** should also ensure that the policy is made available to parents and carers if requested. It is the responsibility of the **proprietor/trustees/committee** to ensure 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 Playleader/Manager) or volunteers and ensure the safe and appropriate use of cameras, mobile phones, technology and on line equipment within the setting. The **proprietor/trustees/committee** has appointed a Safeguarding Designated Officer (SDO) who has lead responsibility for dealing with all safeguarding issues in our setting.

The **Safeguarding Designated Officer** is **Janine Shambrook**. If they are not available then the contact person is **Angela Colley** who is the Deputy SDO. *(these persons can also be contacted with any safeguarding concerns).*

The **Named Member of the Trustees/Committee for Safeguarding** is **Sara Nicholls**

It is the responsibility of the SDO to ensure that all safeguarding issues raised in setting are effectively responded to, recorded and referred to the appropriate agency. They are also responsible for arranging

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the whole settings safeguarding training for all staff and volunteers who work with children and young people in our setting. The SDO must ensure that the whole settings safeguarding training takes place at least every three years; which they can deliver within setting provided they are linked in to the support and quality assurance process offered by the Local Authority.

The SDO is required 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 at our setting and to contribute to multi-agency discussions to safeguard and promote the child's welfare.

The SDO is responsible 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 E-safety Policy which includes Camera & Image Policy, Mobile Phone Policy, Acceptable Use Policy.

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 Safeguarding Designated Officer.

All Adults, including the SDO, have a duty to refer all known or suspected cases of abuse to the relevant agency including Children and Young Peoples Service (CYPS) – Social Care, MASH (Multi Agency Safeguarding Hub) 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 Designated Person in the first instance. 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 subjected to the actual abuse, and in itself will

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have a significant impact on the health and emotional well-being of the child. Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the **need to consult further**.

Physical Abuse

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. This was previously known as Munchausen's Syndrome by Proxy.

Emotional Abuse

Emotional Abuse is where a child's need for love, security, recognition and praise is not met. It may involve seeing or hearing the ill-treatment of someone else such as in Domestic Violence or Domestic Abuse. A parent, carer or authority figure is considered emotionally abusive when they are consistently hostile, rejecting, threatening or undermining toward a child or other family member. It can also occur when children are prevented from having social contact with others or if inappropriate expectations are placed upon them. Symptoms that indicate emotional abuse include:

- Excessively clingy or attention seeking.
- Very low self-esteem or excessive self-criticism.
- Withdrawn behaviour or fearfulness.
- Lack of appropriate boundaries with strangers; too eager to please.
- Eating disorders or self-harm

Sexual Abuse

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Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may include physical contact both penetrative and non-penetrative, or viewing pornographic material including through the use of the internet. Indicators of sexual abuse include: allegations or disclosures, genital soreness, injuries or disclosure, sexually transmitted diseases, inappropriate sexualized behaviour including words, play or drawing.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs which can significantly harm their health and development. Neglect can include inadequate supervision (being left alone for long periods of time), lack of stimulation, social contact or education, lack of appropriate food, shelter, appropriate clothing for conditions and medical attention and treatment when necessary.

What to do if you are concerned

If a child makes an allegation or disclosure 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.
- 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 your concerns to the Safeguarding Designated Officer. Where those concerns relate to the Safeguarding Designated

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Officer however, this should be reported to the **Chair of Trustees/Committee/Proprietor** using the settings 'Whistle blowing' policy.

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 or 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 recognize 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 SDO who will advise the **Chair of Trustees/Committee/Proprietor**. In the case of the allegation being made against the SDO this will be brought to the immediate attention of the **Chair of Trustees/Committees/Proprietor**. The SDO/**Chair of Trustees/Committees/Proprietor** 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 Trustees/committees/Proprietor** will need to:

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- 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 Independent Safeguarding Authority where a member of staff has been disciplined or dismissed as a result of the allegations being founded.

Training

All members of staff and volunteers will have access to whole setting safeguarding training at least every three years. 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.

Our Safeguarding Designated Officer will undertake further safeguarding training, Group 3 DSCB Multi-agency Safeguarding course or Group 3 Refresher Courses, in addition to the whole setting training. 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 SDO 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 member** 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

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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

Trustees/Committee/Proprietor 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 in our settings prospectus/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.

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.

There may also be other safeguarding issues that are specific to the local area or population'
Safeguarding Children and Safer Recruitment in Education DfES 2007

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

Behaviour	Adopted
(Including guidance on positive-handling)	
Anti-bullying	Adopted:
Confidentiality	Adopted:
E-Safety Policy	Adopted:
<i>Camera & Image Policy</i>	<i>Adopted:</i>
<i>Mobile Phone Policy</i>	<i>Adopted:</i>
Health and Safety	Adopted:
Racial Discrimination	Adopted:
Equality and Diversity	Adopted:
Educational Visits	Adopted:
Code of Conduct	Adopted:
Whistle Blowing	Adopted:
Managing Allegations	Adopted:
Physical Restraint	Adopted:
Safe Recruitment	Adopted:

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Information Sharing

Adopted:

Legislation relating to this policy:

Children Act 1989, 2004

Education Act 1996, 2002 (Section 175)

School Standards and Framework act 1998

Safeguarding Children and Safer Recruitment in Education Guidance DfES 2007

Every Child Matters

Statutory Framework for the Early Years Foundation Stage 2014

Working Together to Safeguard Children 2010

Manuals kept in setting:

What to do if you're worried a child is being abused

Working Together to Safeguard Children 2010

For further information regarding any child protection procedure, please consult

www.swcpp.org.uk

Useful Contacts:

Devon Safeguarding Children Board www.dscb.info/

South West Child Protection Procedures www.swcpp.org.uk

Devon Early Years and Childcare Service www.devon.gov.uk/eycs

Child Exploitation and Online Protection Agency www.ceop.org.uk

NSPCC Safe (Safe Activities for Everyone) Network www.safenetwork.org.uk

CYPS area contact numbers:

(9am - 5pm Monday to Thursday, 9am – 4pm Friday)

Multi-agency Safeguarding Hub (MASH) 0345 155 1071

email: mashsecure@devon.gcsx.gov.uk

North Devon CYPS - 01271 388 660

Exeter and East CYPS - 01392 384 444

Mid Devon CYPS - 08448 805 838

Teignbridge, South & West Devon CYPS - 01392 386 000

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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 Social Care referral. The numbers are:

Nikki Phillips – Locality Manager for Exeter, East and Mid Devon	01392 385394
Melissa Filby – Locality Manager for Northern Devon	01271 388901
Susan Bolt - Locality Manager for South West Devon	01626 324982

DSCB

Head of Safeguarding: Chris Dimmelow	01392 386091
DSCB Office: Christina Ashforth	01392 386067

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

Allegations against staff Referral Co-ordinator	01392 384964
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Multi-Agency Safeguarding Hub – MASH

This is a new initiative which has been developed by Devon and Cornwall Police, Devon Children and Young People’s Service (CYPS) and partner agencies, supported by the Devon Safeguarding Children Board. Devon’s Multi-Agency Safeguarding Hub (MASH) will provide information sharing across all partners involved in safeguarding – including statutory, non-statutory and third sector sources. All partners work together to provide the highest level of knowledge and analysis to make sure that all safeguarding activity and intervention is timely, proportionate and necessary.

How will it works

All information within the MASH is collected and decision-making will takes place in a timely manner within agreed timescales depending on the priority criteria when the concern is referred to a Hub.

HIGH RISK - RED

❑ MASH INFORMATION PACKAGE TO BE COMPLETED WITHIN 4 HRS AND

❑ Police & CYPS assessment team receive immediate notification with research to follow

Immediate and serious safeguarding concern requiring action to ensure the safety of the child and possible necessity to secure and preserve physical evidence that might otherwise be lost.

MEDIUM RISK - AMBER

❑ MASH product within one working day

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There are significant concerns but immediate urgent action is not required to safeguard the child although an investigation under Section 47 of the Children Act 1989 is likely.

LOW RISK - GREEN

- MASH information package to be completed within three working days or
- Immediate referral to Early Response Service (Practice Manager, CYPS, decision)

The referrer clearly has concerns about a child's wellbeing. The child may be a child in need as defined by section 17 of Children Act 1989 however there is no information at this stage to suggest an investigation under Section 47 of the Children Act 1989 would be required.

The MASH:

- Manages contacts and referrals 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
- Provides consultation to agency referrers 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'.

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 Safeguarding Children Board and Local Authority.

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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 www.swcpp.org.uk (Direct links to the policies listed below are included where available).

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. Abbotsham and Alwington Pre School does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:

Child Exploitation and 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 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.

Genital mutilation/female circumcision

This is against the law, yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to the attention of Abbotsham and Alwington Pre School we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

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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..

Safeguarding Disabled Children

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children.

Disabled children do however require additional action. This is because they experience greater risks and '*created vulnerability*' as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment (*Safeguarding Children, DCSF, July 2009*) Abbotsham and Alwington Pre School will ensure that our disabled children are listen too and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a 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.

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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 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.

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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 where we are made aware of a child or young person who may be subject to private fostering arrangements.

Approved (**Chair of Committee signature**).....

Adopted on (**February 15**) Review Date (**October 2015**)

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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.

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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

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 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

Safeguarding and Welfare Requirement: Suitable People

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.

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- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

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) _____

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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.

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- 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.

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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.

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- 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) _____

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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.

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- 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)	_____	

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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.

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- 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.

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- 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'

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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: _____