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**Policies & Procedures**

September 2016

(updated January 2022)

[www.flamsteadpreschool.co.uk](http://www.flamsteadpreschool.co.uk)

T (in setting): 07503 507458

T (admin): 07824 998072

E: info@flamsteadpreschool.co.uk

Registered charity no. 1037489 Ofsted URN: 129341

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**Introduction**

Early years providers must meet all the statutory requirements of the Early Years Foundation Stage and take all necessary steps to keep children safe and well, including by maintaining records, policies and procedures.

Working documents, policies and procedures, govern all aspects of the setting’s operations and are vital for consistency and quality assurance across the provision. They are required to be in writing for early years settings.

Policies describe the approach of operating as an organisation and incorporate current legislation and registration requirements. Procedures detail the methods by which the policies are implemented. Some may need adjustment following risk assessment carried out in the setting.

Staff, volunteers and students need to fully understand and know how to implement the policies and procedures, which must also be accessible to parents, so that everyone knows what actions they need to take in practice to achieve them.

Each of the policies and procedures that providers are required to have in place are provided in this publication, as well as some recommended by the Alliance as good practice.

**Adopting, implementing and reviewing policies**

* Copies of the policies and procedures to be adopted should be made available to all parents and staff; giving everyone the opportunity to discuss and fully understand each policy and procedure*.*
* It should be explained to parents, employees and volunteers that the policies contain the rules required for running the setting in a way which complies with the requirements of the EYFS and Ofsted registration and must be adhered to.
* All staff and volunteers should be aware of the content of the policies and procedures, and their role and responsibility in implementing them.
* Each policy and procedure should be continually monitored by collecting evidence about the results of their implementation. The evidence should be used to make any necessary changes to the policies and procedures and/or the way they are implemented.
* All staff and parents should contribute to the evidence collected and share in decisions about any necessary changes.
* Named/designated persons in each setting have a delegated responsibility to make sure that relevant procedures are known by all members of staff and are adhered to, bringing any cause for concern to the setting manager’s attention.

If any adaptations are needed to any policy or procedure, it must be ensures that it still meets the requirements of the relevant regulations. Some providers may decide to develop further policies, which are not required by regulations, but which would enable a clear direction for any specific issue pertaining to the setting. For example, some providers may require a policy on sharing premises with another facility. Or in some cases a local authority or a funding body may require a policy or procedure that is not included in this publication.

Risk assessment is vital to implementation of many procedures. The setting manager ensures that risk assessments as detailed are carried out at least once a year – more if the need arises and will amend or add to the procedures as required. Risk assessment procedures are detailed in procedures Risk assessment Fire safety policies.

Children’s rights and entitlements statement

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

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

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

1. The Alliance is committed to building a ‘**culture of safety’** in which children are protected from abuse and harm in all areas of its service delivery.
2. The Alliance is committed to **responding promptly and appropriately** to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in ‘What to do if you are worried a child is being abused’ (HMG 2015)
3. The Alliance is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be **strong, resilient and listened to.**

**What it means to promote children’s rights and entitlements:**

To be **strong** means to be

* *secure* in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on
* *safe and valued* as individuals in their families and in relationships beyond the family, such as day care or school
* *self-assured*and form a positive sense of themselves – including all aspects of their identity and heritage
* *included equally and belong*in early years settings and in community life
* *confident in abilities*and *proud* of their achievements
* *progressing optimally*in all aspects of their development and learning
* *to be part of a peer group*in which to learn to negotiate, develop social skills and identity as global citizen, respecting the rights of others in a diverse world
* *to participate and be able to represent themselves*in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

To be ***resilient*** means to

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

To be **listened to** means:

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

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**Policy and Procedures Implementation and Review Policy**

**Aim**

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

**Objectives**

We adhere to and implement operational policies and procedures by:

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

**Legal references**

Childcare Act (2006)

Education Act (2011)

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**Implementation and review procedure**

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

* Policies and procedures are written and reviewed annually.
* Changes are only made to the policies and procedures by the trustees in liaison with the setting manager where risk assessment has indicated that this is required.
* Policies and procedures are risk assessed and reviewed following any incident that is reportable under RIDDOR.
* Disciplinary action may be taken where individuals have disregarded policies and procedures.

**Familiarisation and implementation**

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

**Parents**

* Parents know how to access a full set of policies and procedures.
* Parents will be informed to a change of a policy/procedure through our settings newsletter/email as necessary.

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**STAFFING &**

**EMPLOYMENT POLICY**

**Policy Statement**

We provide a high staffing ratio to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and are checked through Criminal Records Bureau or Disclosure & Barring Service in accordance with Ofsted's requirements.

**Procedure**

**Staffing**

We make sure Flamstead is staffed according to current guidelines. The staff to child ratios are;

Children under two years of age: 1 adult : 3 children:

at least one member of staff holds a full and relevant level 3 qualification and is suitably experienced in working with children under two;

at least half of all other staff hold a full and relevant level 2 qualification;

at least half of all staff have received training that specifically addresses the care of babies; and

where there is an under two-year-olds’ room, the member of staff in charge of that room has suitable experience of working with under twos.

Children aged two years: 1 adult : 4 children:

at least one member of staff holds a full and relevant level 3 qualification; and

at least half of all other staff hold a full and relevant level 2 qualification.

Children aged three years and over: 1 adult : 8 children:

at least one member of staff holds a full and relevant level 3 qualification; and

at least half of all other staff hold a full and relevant level 2 qualification.

A minimum of two staff are on duty at any one time regardless of the number of children present.

We only include those aged 17 years or older within our ratios where they are competent and responsible. We may also include students on long-term placements and volunteers (aged 17 or over) and apprentices (aged 16 or over), where we deem them to be suitably qualified and experienced.

We use a key person system to ensure that each child and its family have a designated member of staff they can initially talk to. This key person is also a valuable way of settling in children to our setting.

We hold weekly monthly meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time. We also discuss updates to local policies and procedures and update all staff on

**Training and employment**

We maintain equality of opportunity by using non-discriminatory procedures for staff recruitment and selection. 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.

We use Ofsted guidance on obtaining references and criminal record checks through the Disclosure and Barring Service for all staff and volunteers.

We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

All staff have job descriptions which set out their roles and responsibilities.

We provide staff induction training in the first week of employment. All staff are required to read and sign our Policies and Procedures paying special attention to our Health and Safety Policy and Safeguarding Children Policy.

Our Preschool budget allocates resources to training, and remunerates staff for hours spent training.

We support the work of our staff by holding regular supervision meetings. Staff have annual appraisals (see Appraisal Policy).

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**Safeguarding Children, Young People and Vulnerable Adults Policy**

**Policy Statement**

Children have a right to be kept safe from harm. At Flamstead Pre-School we will work with children, parents and the community to ensure the rights and safety of all children, young people and vulnerable adults. We will give children the very best start in life regardless of race, language religion culture or home background.

We will ensure the safety and care of all the children at our Pre-school in line with procedures set down by the Hertfordshire Safeguarding Children Partners. Our Safeguarding Policy is based on the three key commitments of the Early Years Alliance Safeguarding Children Policy.

**Procedure**

Flamstead Pre-School carry out the following procedure to ensure we meet the three key commitments of the Alliance Safeguarding Children Policy which incorporates responding to child protection concerns. We are committed to safeguarding children, young people and vulnerable adults, and will do this by putting children’s, young people and vulnerable adult’s right to be ‘*strong, resilient and listened to* ‘at the heart of all our activities.

**Commitment 1**

Flamstead Pre-School is committed to building ‘a culture of safety’ in which children, young people and vulnerable adults are protected from abuse and harm in all areas of our service delivery.

Our Safeguarding designated persons who co-ordinate child, young person and vulnerable adult protection issues are our manager, Sarah McCarthy (Safe Recruitment Officer) and Donna Starkey (Child Protection Lead), but we all have a role to play in ensuring children are kept safe. Our Named Senior Officer (NSO) who oversees this work is: Emilie Griffin (Committee Chair). When the setting is open a suitably trained person is available at all times for staff to discuss safeguarding concerns.

Flamstead Pre- School is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in ‘*What to do if you are worried a child is being abused’ (2015) and working together to safeguard children 2018. (updated 2020).*

We are committed to promoting awareness of child abuse issues throughout training and learning programmes. We are also committed to empowering children, young people, and vulnerable adults, through our curriculum, promoting their right to be ‘*strong*, *resilient* *and* *listened to’*.

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

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

The ‘designated persons’ and the ‘designated officer’ ensure they have links with statutory and voluntary organisations with regard to safeguarding.

* The ‘designated person’ and the ‘designated officer’ ensure they understand appropriate LSCB safeguarding procedures attends relevant LSCB training at least every two years and refreshes their knowledge of safeguarding at least annually.
* All staff are adequately trained to understand our safeguarding policies and procedures. We ensure that parents are made aware of these too.
* The ‘designated person’ and the ‘designated officer’ ensure all staff are aware of the additional vulnerabilities that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation or culture and that these receive full consideration in child, young person or adult protection related matters.
* All staff have an up-to-date knowledge of safeguarding issues and are alert to potential indicators and signs of abuse and neglect and understand their professional duty to ensure safeguarding and child protection concerns are reported to the local authority children’s social team and the NSPCC. They receive updates on safeguarding at least annually.
* All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
* All staff understand the principles of early help (as defined in *Working Together to Safeguard Children*, 2015, 2018 and updates in 2020) and are able to identify those children and families who may be in need of early help and enable them to access it.
* All staff understand LSCB thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm.
* All staff understand how to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard.
* All staff understand what the organisation expects of them in terms of their required behaviour and conduct, and follow our policies and procedures on positive behaviour, online safety (including use of mobile phones) and whistleblowing policy.
* The ‘designated person’ and the ‘designated officer’ ensure that staff are aware and receive training in social factors affecting children’s vulnerability including
* social exclusion
* domestic violence and controlling or coercive behaviour
* mental Illness
* drug and alcohol abuse (substance misuse)
* parental learning disability
* radicalisation
* The ‘designated person’ and the ‘designated officer’ ensure that staff are aware and receive training in other ways that children may suffer significant harm and stay up to date with relevant contextual safeguarding matters:
* abuse of disabled children
* fabricated or induced illness
* child abuse linked to spirit possession
* sexually exploited children
* children who are trafficked and/or exploited
* female genital mutilation
* extra-familial abuse and threats
* children involved in violent offending, with gangs and county lines.

Each child is assigned a key person who will ensure that every child’s care is tailored to meet their individual needs (See settling in policy). Flamstead Pre-School is staffed above staff: child ratios.

We abide by Ofsted requirements in respect of references and police checks for staff, apprentices/students and volunteers to ensure that no disqualified or unfit person works at the Preschool or has access to the children. Records of these checks are easily accessible . Checks are carried out by Capita Recruitment Vetting Service on 08708502516.

This information includes:

Staff qualifications:

Criminal records disclosure number:

The date the disclosure was obtained:

Details of who obtained it:

Proof of seeing original certificate where the candidate is on the update service:

Date update service check was made and by whom:

Only persons who have been checked for criminal records by an Enhanced disclosure from the criminal records Bureau and barred list checks have unsupervised access to the children, including helping them with toileting.

Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.

Where applicants are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.

Volunteers must:

* Volunteers must:
	+ be aged 17 or over;
	+ be considered competent and responsible;
	+ receive a robust induction and regular supervisory meetings;
	+ be familiar with all the settings policies and procedures;
	+ be fully checked for suitability if they are to have unsupervised access to the children at any time.

All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before their employment with us). We notify Ofsted and the Disclosure and Barring Service of any person who is dismissed from our employment or resigns in circumstances that would otherwise have lead to dismissal for reasons of a child protection concern.

From 31st August 2018 staff and volunteers in childcare settings that are not based on domestic premises are not required to notify the manager if anyone in their household (including family members, lodgers, partners etc) has any relevant convictions, cautions, court orders, reprimands or warnings or has been barred from or had registration refused or cancelled in relation to any childcare provision or have had orders made in relation to care of their own children.

All staff receive regular supervision, which includes discussion of any safeguarding issues, and their performance and learning needs are reviewed regularly.

We have strict procedures for recording the details of all visitors to the Village Hall during Pre-School hours. (See Entry Security Policy).

We have a strict mobile phone policy ( see Mobile Phone and Camera Policy) as well as procedures for the use of Social Media by the setting, committee and staff. We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and can specify whether or not images of their children can be used for Preschool business - printed or online. All parents have access to records holding visual images of their child. It is Flamstead Preschool’s Policy not to allow images taken in the setting by parents to be used on the Internet. (see Mobile Phone & Camera Policy).

Personal mobile phones are not used where children are present.

Staff do not use personal filming equipment to record images.

The designated person (Emilie Griffin) has responsibility for ensuring that there is an adequate online safety policy in place.

A written record is kept of any concerns and complaints including how they were responded to.

We ensure risk assessments are carried out and seen by all staff and these are reviewed and updated regularly in line with our Health and Safety policy.

Safety for our staff and children is paramount. (see Fire Safety Policy, Health & Safety Policy and Accident and Emergency Treatment Policy).

We continually ensure that Flamstead Preschool is fit for purpose. We keep premises and equipment clean and all equipment and toys are safe for the children to use. This is checked during the daily set-up.

At least one person who has a current Paediatric First Aid Certificate is on the premises at all times when children are present, and must accompany children on any outings.

We work to promote the good health of all children and staff at Flamstead Preschool. (see First Aid & Medication Policy; Sickness Policy, No Smoking Policy and Food & Drink Policy)

Staff will not be under the influence of alcohol or any other substance that may affect their ability to care for children. If they are taking any medication, which may affect their ability to do their job, medical advice will be taken and then a decision made on that staff member’s ability to look after children properly at that time.

We believe that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else. (see Managing Behaviour Policy)

All staff understand our policy on promoting positive behaviour and follow it in relation to children displaying challenging/aggressive behaviour between children. Staff will not ‘downplay’ certain behaviours such as ‘boys being boys’ and are aware that this could lead to a culture of unacceptable behaviour, an unsafe environment for the children and one that normalises abuse. (Keeping Children Safe in Education 2021). Staff are aware if they have any concerns about challenging behaviour between children they should speak to their designated safeguarding lead.

All staff are able to raise concerns about practises or procedures at Flamstead Preschool without fear of repercussions. They should report, in good faith, any concerns they may have regarding inappropriate behaviour or actions to the Ofsted Whistleblowing hotline on 0300 123 3155. (see Staff Grievances & Whistleblowing Policy).

The designated persons ( Sarah McCarthy & Donna Starkey), will inform the designated officer (Emilie Griffin) at the first opportunity of every significant safeguarding concern; however, this will not delay any referrals being made to children’s social care, or where appropriate, the LADO, Ofsted or Riddor

**Key Commitment 2**

CHILD PROTECTION

We are committed to responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you’re worried a child is being abused' (HMG, 2015) and the Care Act 2014.

**Responding to suspicions of abuse:**

We seek out training to help all adults at Flamstead Preschool recognise possible signs of abuse and to know what procedures to follow in disclosure of allegations as well as recording and reporting any concerns. We acknowledge that abuse of children can take different forms - physical, emotional, sexual and neglect.

We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection.

Children’s responses to abuse or neglect may be demonstrated in changes in the child’s behaviour, or in their play. Where such changes occur or cause concern then we will investigate.

When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:

Significant changes in their behaviour/play;

Deterioration in their general well-being;

Their comments which may give cause for concern, or the things they say ( direct or indirect disclosure).

Changes in their appearance;

Unexplained bruising, marks or signs of possible abuse or neglect;

Any reason to suspect neglect or abuse outside the setting.

We are alert to children displaying peer on peer abuse ( Keeping Children Safe in Education, 2021), and this is demonstrated by supporting children with understand the rules of the setting.

We also act with regard to the “need to prevent people from being drawn into terrorism”. (See Prevent Policy).

Where a child makes a disclosure to a member of staff, that member of staff can listen and offer reassurance to the child. They must not question the child. All written records, including date, time, quotes of what was said & by whom, must be signed and dated and kept in a confidential file.

All suspicions and information collected will only be shared with those who need to know - Ofsted, Social Services and the Police, if requested. All staff understand the thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm, according to arrangements published by the LSCB or safeguarding partners in areas where the safeguarding partners have replaced the LSCB.

All staff understand their responsibilities under the General Data Protection Regulation and the Data Protection Act 2018, and understand relevant safeguarding legislation, statutory requirements and local safeguarding partner requirements and ensure that any information they may share about parents and their children with other agencies is shared appropriately and lawfully.

We will support families to receive appropriate early help by sharing information with other agencies in accordance with statutory requirements and legislation.

We will share information lawfully with safeguarding partners and other agencies where there are safeguarding concerns. We will be transparent about how we lawfully process data.

All staff understand how to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard and know how to follow local safeguarding procedures to resolve professional disputes between staff and organisations. We understand how to identify children who may be in need of early help, how to access services for them.

There are procedures in place to prevent known abusers from coming into the organisation as employees or volunteers at any level.

Safeguarding is the responsibility of every person undertaking the work of the organisation in any capacity.

There are procedures for dealing with allegations of abuse against a member of staff, or any other person undertaking work whether paid or unpaid for the organisation, where there is an allegation of abuse or harm of a child. Procedures differentiate clearly between an allegation, a concern about quality of care or practice and complaints(see below)

There are procedures in place for reporting possible abuse of children or a young person in the setting(see below)

There are procedures in place for reporting safeguarding concerns where a child may meet the s17 definition of a child in need (Children Act 1989) and/or where a child may be at risk of significant harm, and to enable staff to make decisions about appropriate referrals using local published threshold documents.

There are procedures in place to ensure staff recognise children and families who may benefit from early help and can respond appropriately using local early help processes and Designated persons should ensure all staff understand how to identify and respond to families who may need early help.

There are procedures in place for reporting possible abuse of a vulnerable adult in the setting.

There are procedures in place in relation to escalating concerns and professional challenge.

There are procedures in place for working in partnership with agencies involving a child, or young person or vulnerable adult, for whom there is a protection plan in place. These procedures also take account of working with families with a ‘child in need’ and with families in need of early help, who are affected by issues of vulnerability such as social exclusion, radicalisation, domestic violence, mental illness, substance misuse and parental learning disability.

These procedures take account of diversity and inclusion issues to promote equal treatment of children and their families and that take account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.

We are aware of the ‘hidden harm’ agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent’s learning disability.

We are aware that children’s vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement we will inform our local

Authority children’s safeguarding team.

We are prepared to take action if we have concerns about the welfare of a child who fails to arrive at a session when expected. The designated person will take immediate action to contact the child’s parent to seek an explanation for the child’s absence and be assured that the child is safe and well. If no contact is made with the child’s parents and the designated person has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately and LSCB procedures are followed. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence.

* We are aware that children’s vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children’s social care team.
* We are aware of other factors that affect children’s vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; Female Genital Mutilation and radicalisation or extremism.
* In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and LSCB procedures on responding to radicalisation.
* The designated person completes online Channel training, online Prevent training and attends local WRAP training where available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.
* We are aware of the mandatory duty that applies to teachers, including early years practitioners, and health workers to report cases of Female Genital Mutilation to the police.
* We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
* Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection concerns and follow the LSCB procedures.
* Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the designated person. The information is stored on the child's personal file.
* In the event that a staff member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral they must follow escalation procedures.
* We refer concerns to the local authority children’s social care team and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children Board.
* We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
* We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person’s refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
* All staff are also aware that adults can also be vulnerable and know how to refer adults who are in need of community care services.
* We have a whistleblowing policy in place.
* Staff/volunteers know they can contact the organisation Public Concern at Work for advice relating to whistleblowing; if they feel that the organisation has not acted adequately in relation to safeguarding they can contact the NSPCC whistleblowing helpline.

We follow government and LSCB guidance in relation to extremism.

The procedures of the Local Safeguarding Partners must be followed.

We understand that we should refer any child who may be at risk of significant harm to local authority children’s social work services.

***WHAT TO DO IF YOU SUSPECT A CHILD IS BEING NEGLECTED OR ABUSED.***

***If there are concerns that a child is at risk of immediate significant harm, the first action is to call 999.***

***Always follow internal safeguarding/child protection processes and consult designated person for safeguarding advice.***

***Follow HSCB procedures*** [**www.hertssafeguarding.org.uk**](http://www.hertssafeguarding.org.uk)

***Use the Meeting the Needs Threshold Document to help you assess the level of need for the child. Meeting the needs of children and families –*** [**http://hertsscb.proceduresonline.com/pdfs/meeting\_needs.pdf**](http://hertsscb.proceduresonline.com/pdfs/meeting_needs.pdf)

If an adult at Flamstead Preschool has a suspicion or concern that a child is being neglected or abused the following strict procedure must be adhered to.

You must firstly discuss any concerns with one of the Designated Senior Persons (Sarah McCarthy/Donna Starkey). If there are no further concerns after this discussion then a written record must be kept, but no further action is needed at that time.

If however concerns are on-going, then the parents or carers of the child should be informed that you are making a referral -- unless of course you suspect this will put the child more at risk

If there is a clear child protection concern make a referral to children’s services. Provide clear and concise information stating your concerns and risks to the child.

Please find a copy of the child protection referral form that must be completed for all referrals, at the back of the safeguarding policy.

To make a referral call Children’s Services on 0300 123 4043 (Inc. out of hours)

The Multi-Agency Safeguarding Hub (MASH) continue to support child protection referrals.

For cases where there is not an immediate child protection concern you may consider a family first early help assessment to enable a range of professionals to work together and decided how best to support the family’s needs. Call the customer services team on 0300 123 4043 and ask for early help and advice to support a family through early help/Families First assessment

Families first portal – [www.hertfordshire.gov.uk/familiesfirst](http://www.hertfordshire.gov.uk/familiesfirst)

Email to: familiesfirstassessment@hertfordshire.gov.uk

Call Ofsted 0300 123 3155 (0800 - 1800 Mon-Fri) as soon as possible, but at the latest within 14 days of the allegation has being made. Ofsted can be also be contacted via an online reporting form ofstedonline.ofsted.gov.uk

***WHAT TO DO IF THE ALLEGATION IS AGAINST A MEMBER OF STAFF.***

***If there are concerns that a child is at risk of immediate significant harm, the first action is to call 999.***

Inform a Designated Senior Manager (Sarah McCarthy/ Donna Starkey) if this is appropriate. If it isn’t, then please talk to the Management Committee Chair (Emilie Griffin).

The person you discuss your concerns with will then contact the Local Authority Designated Officer (LADO) on 01992 555420. (Yvette Morello)

**Concerns may come from a parent, child, colleague or a member of the public. Whenever an allegation is made against a member of staff or volunteer working with children the designated person must be informed without delay even if this is later withdrawn. The designated person will review the information provided and make a decisions as to LADO must be informed.**

**The LADO must be informed within one working day if it has been identified that behaviour constitutes serious harm of abuse of any allegation where a member of staff or volunteer has:-**

1. Behaved in a way that has harmed a child, or may have harmed a child\*;
2. Possibly committed a criminal offence against or related to a child\*; or
3. Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children\*

Informing

‘All Staff have a responsibility to report to the designated person any concerns they may have regarding the behaviour or conduct of a colleague.’ EYFS 2014.

This will then be reported to the designated officer ( Emilie Griffin). If they are unavailable, the designated person will form a view about what immediate actions are to be taken to ensure the safety of the children and staff in the setting and what is acceptable in terms of fact finding.

No investigation will occur until the LADO has expressly given consent for this to occur. The designated person will take steps to ensure the immediate safety of children, parents and staff on the same day.

Referrals to LADO must be made using the LADO referral form

<http://www.intra.thegrid.org.uk/info/welfare/child_protection/allegations/lado/shmtl>

The LADO will provide advice and guidance to the manager/leaders of the setting in managing the allegation.

The LADO will link with other professionals as required including the police, children’s services and ofsted.

The LADO will monitor the progress of the case.

**The LADO will not investigate the case.**

We understand that we should refer any child who may be at risk of significant harm to local authority children’s social work services.

***WHAT TO DO IF YOU SUSPECT A CHILD IS BEING NEGLECTED OR ABUSED.***

***If there are concerns that a child is at risk of immediate significant harm, the first action is to call 999.***

***Always follow internal safeguarding/child protection processes and consult designated person for safeguarding advice.***

***Follow HSCB procedures*** [**www.hertssafeguarding.org.uk**](http://www.hertssafeguarding.org.uk)

***Use the Meeting the Needs Threshold Document to help you assess the level of need for the child. Meeting the needs of children and families –*** [**http://hertsscb.proceduresonline.com/pdfs/meeting\_needs.pdf**](http://hertsscb.proceduresonline.com/pdfs/meeting_needs.pdf)

If an adult at Flamstead Preschool has a suspicion or concern that a child is being neglected or abused the following strict procedure must be adhered to.

You must firstly discuss any concerns with one of the Designated Senior Managers (Sarah McCarthy or Donna Starkey). If there are no further concerns after this discussion then a written record must be kept, but no further action is needed at that time.

If however concerns are on-going, then the parents or carers of the child should be informed that you are making a referral -- unless of course you suspect this will put the child more at risk

If there is a clear child protection concern make a referral to children’s services. Provide clear and concise information stating your concerns and risks to the child.

Please find a copy of the child protection referral form that must be completed for all referrals, at the back of the safeguarding policy.

To make a referral call Children’s Services on 0300 123 4043 (Inc. out of hours)

The Multi-Agency Safeguarding Hub (MASH) continue to support child protection referrals.

For cases where there is not an immediate child protection concern you may consider a families first early help assessment to enable a range of professionals to work together and decided how best to support the family’s needs. Call the customer services team on 0300 123 4043 and ask for early help and advice to support a family through early help/Families First assessment

Families first portal – [www.hertfordshire.gov.uk/familiesfirst](http://www.hertfordshire.gov.uk/familiesfirst)

Email to: familiesfirstassessment@hertfordshire.gov.uk

Call Ofsted 0300 123 3155 (0800 - 1800 mon-fri) as soon as possible, but at the latest within 14 days of the allegation has being made. Ofsted can be also be contacted via an online reporting form ofstedonline.ofsted.gov.uk

***WHAT TO DO IF THE ALLEGATION IS AGAINST A MEMBER OF STAFF.***

***If there are concerns that a child is at risk of immediate significant harm, the first action is to call 999.***

Inform a Designated Senior Manager (Sarah McCarthy/Donna Starkey) if this is appropriate. If it isn’t, then please talk to the Management Committee Chair (Emilie Griffin).

The person you discuss your concerns with will then contact the Local Authority Designated Officer (LADO) on 01992 555420.

**Whenever an allegation is made against a member of staff or volunteer working with children the designated person must review the information provided and make a decisions as to whether LADO must be informed.**

**The LADO must be informed within one working day of any allegation where a member of staff or volunteer has:-**

1. Behaved in a way that has harmed a child, or may have harmed a child\*;
2. Possibly committed a criminal offence against or related to a child\*; or
3. Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children\*

‘Staff have a responsibility to report to the designated person any concerns they may have regarding the behaviour or conduct of a colleague.’ EYFS 2014

Referrals to LADO must be made using the LADO referral form

<http://www.intra.thegrid.org.uk/info/welfare/child_protection/allegations/lado/shmtl>

The LADO will provide advice and guidance to the manager/leaders of the setting in managing the allegation.

The LADO will link with other professionals as required including the police, children’s services and Ofsted.

The LADO will monitor the progress of the case.

**The LADO will not investigate the case.**

**The early years setting is responsible for informing Ofsted of any allegations that have been received and updating Ofsted with any actions taken.**

The early years setting is responsible for information the Disclosure and Barring Service (DBS) if required – the LADO will advise on this action.

Allegations can be made by staff, children parents, other professionals, members of the public.

The Designated person may review the information provided and decided that the allegation does not meet the thresholds stated above.

Where the management team and children’s social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families, throughout the process

**Key commitment 3**

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

**Training**

* Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) and neglect and that they are aware of the local authority guidelines for making referrals.
* Designated persons receive appropriate training, as recommended by the Local Safeguarding Children Board, every two years and refresh their knowledge and skills at least annually.
* We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.
* We ensure that all staff receive updates on safeguarding via emails, newsletters, online training and/or discussion at staff meetings at least once a year.

**Planning**

* The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being within sight and/or hearing of other staff or volunteers.

**Curriculum**

* We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.
* We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
* We ensure that this is carried out in a way that is developmentally appropriate for the children.

**Confidentiality**

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

**Support to families**

* We believe in building trusting and supportive relationships with families, staff and volunteers.
* We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children’s social care team.
* We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
* We follow the Child Protection Plan as set by the child’s social worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
* Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure, and only if appropriate under the guidance of the Local Safeguarding Children Board.
* Abuse linked to faith or belief is where concerns for a child’s welfare have been identified, and could be caused by, a belief in witchcraft, spirit or demonic possession, ritual or satanic abuse features; or when practices linked to faith or belief are harmful to a child.



**Legal references**

*Primary legislation*

Children Act (1989 – s 47)

Protection of Children Act 1999

Care Act 2014 *Support to families*

Children Act 2004 s11

Children and Social Work Act 2017

Safeguarding Vulnerable Groups Act 2006

Counter-Terrorism and Security Act 2015

General Data Protection Regulation 2018

Data Protection Act 2018

Modern Slavery Act 2015

Sexual Offences Act 2003

Serious Crime Act 2015

Criminal Justice and Court Services Act (2000)

Human Rights Act (1998)

Equalities Act (2006)

Equalities Act (2010)

Disability Discrimination Act (1995)

Data Protection Act (2018)

Freedom of Information Act (2000)

**Further Guidance**

Working Together to Safeguard Children (HMG 2018)

Statutory Framework for the Early Years Foundation Stage 2021

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

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

Keeping Children Safe in Education 2018

Education Inspection Framework (Ofsted 2019)

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

The Common Assessment Framework (2006)

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

Keeping Children Safe in Education ( 2021)

***Further guidance***

Information sharing advice for safeguarding practitioners (DfE 2018)

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

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

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

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

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

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

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

Safeguarding Disabled Children: Practice Guidance (DfE 2009)

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

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

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

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**STAFF DISCIPLINARY**

**PROCEDURE**

**Policy Statement**

We want to encourage all employees to achieve high standards in a fair and consistent manner. Employees know the standard of conduct and work performance expected of them during their time at Flamstead Preschool. This disciplinary procedure sets out a framework to help both committee and staff to maintain these standards.

**Procedure**

If an allegation against a member of staff has occurred, the Lead Practitioner (Sarah McCarthy) must inform the employee that there has been an allegation and an investigation is to take place.

**If the allegation is to do with the abuse or neglect of a child then our Safeguarding Policy must be strictly followed.**

**The Designated Senior Manager (Sarah McCarthy or Donna Starkey) must contact the Local Authority Designated Officer (LADO). The LADO must be informed of any allegation of abuse or neglect by a member of staff within one working day. They will then tell you what you need to do next. (*See Safeguarding Policy*)**

If the allegation is not a matter for LADO then a written statement must be taken of the employee’s alleged conduct or circumstances as soon as possible. Statements should include, where possible, dates, times, details of those present and the issues of concern. The Lead Practitioner, working with the Committee Chair, must then establish the facts to decide whether there is a need for a disciplinary meeting.

If a disciplinary meeting is thought necessary, copies of any witness statements must be sent to the employee along with any other evidence that will relied on during the investigation.

The employee is then invited to attend a disciplinary meeting with the Lead Practitioner and Committee Chair, to discuss the matter. They have the right to bring along someone to accompany them to the meeting. The employee should also be given a fair amount of notice of the meeting in order to prepare sufficiently.

A disciplinary meeting must take place before any disciplinary action is taken – except where immediate suspension of the employee is needed for safeguarding reasons.

At the meeting, the employee has the right to respond to the allegations. The Committee Chair and Lead Practitioner will then decide whether or not to issue a disciplinary penalty.

The outcome of the disciplinary meeting must be confirmed within ten working days, and must include the employee’s Right to Appeal.

All time limits in disciplinary procedures may be extended by mutual agreement of all parties involved.

No employee will be dismissed for a first offence except in cases of gross misconduct.

Gross misconduct includes:

Serious failure to comply with policies, procedures and legal safeguarding requirements; Serious breach of confidentiality. Theft; Fraud; Physical Violence; Serious bullying or harassment; Deliberate damage to property; Misuse of the settings name, including virtual data or email; Bringing the organisation into disrepute; Serious incapability brought on by illegal drugs or alcohol; Serious negligence

which causes or might cause unacceptable loss, damage or injury; Serious infringement of health and safety rules. This is not an exhaustive list.

For minor or isolated incidents, the Lead Practitioner or Committee Chair should give employees informal advice, coaching or counselling as part of their supervisory role.

The disciplinary procedure outlined above will be followed if a practitioners decline in conduct, performance or expected behaviour continues despite this informal advice, coaching or counselling.

**Appeal**

If an employee feels they have been disciplined unfairly, they may appeal in writing to the Committee Chair within five working days of the date of the disciplinary letter. An appeal meeting will be arranged with the employee, the Committee Chair and the Treasurer within fifteen working days of the employee’s request.

Written minutes of the meeting will be taken and circulated to all at the meeting and the Committee chair will write to the member of staff within 10 working days advising them of the decision made.

**Disciplinary penalties**

The seriousness of the offence will determine which disciplinary penalty is issued.

Formal Verbal Warning – This will be issued for minor breaches of organisational discipline, misconduct or timekeeping; or failure to meet performance criteria.

This warning should be confirmed in writing. This needs to be signed by the employee to say they accept the disciplinary action.

If the verbal warning relates to unsatisfactory performance then the record of warning letter should set out: the performance & improvement required, the timescale for any improvement, any review date, and any support offered.

If the warning relates to a practitioners conduct, then the nature of misconduct and change of behaviour needed should also be set out in written record of warning.

The warning will be placed on the employee’s personnel file. After a period of three months, if no further disciplinary action has been found necessary, and the minor breach has been resolved, then the warning will expire.

Written Warning – If the infringement is thought to be more serious, or the employee’s work or conduct is still unsatisfactory after a formal verbal warning, a disciplinary meeting will be conducted by the Lead Practitioner.

This will follow the procedure described on page 56.

That is, the employee will be told of the complaint along with any evidence collected and be given an opportunity to respond. The employee will be told of the decision and given a letter of confirmation within ten working days of the meeting.

This confirmation will state; the date of the disciplinary meeting and those present; the penalty imposed; details of misconduct, poor performance or timekeeping and the changes required; timescales for any improvement; details of any extra support such as training or supervision; details of the next step in the disciplinary procedure for that case and the employee’s right of appeal

After six months, if no further disciplinary action has been needed and the minor breach has been resolved, the warning will expire.

Final Written Warning - If the employee’s work or conduct does not improve or the infringement if sufficiently serious the same procedure for issuing a written warning will be followed warning that any further misconduct will result in dismissal with appropriate notice.

After either six or twelve months (at the Committee Chair’s discretion), if no further disciplinary action has been found necessary and the breach resolved, the warning will expire.

Dismissal with notice – An employee can be dismissed and their notice period paid as set out in their contract, unless, there has been an act of gross misconduct or major breach of duty or conduct which brings the Preschool into disrepute. Then, they employee can be dismissed without notice.

Any dismissal must be confirmed in writing within five days of the disciplinary interview. As well as all the information included in a written warning, the letter should also include any money owed to the individual, how it will be paid and the final date of employment.

Summary dismissal - Suspension should be used sparingly. Cases involving potential allegations of abuse or neglect and Gross Misconduct will usually result in suspension. Investigations to any allegations resulting in suspension should be carried out swiftly in order to reach a fair but prompt resolution and keep suspensions as brief as possible.

**In any case of alleged misconduct towards a child, we will strictly follow our Safeguarding Policy.**

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**STAFF GRIEVANCES**

**PROCEDURE**

**Policy Statement**

We will deal with any grievances that may arise amongst the staff in a supportive, professional and confidential manner. We want to maintain a happy team of staff as we believe this benefits all associated with Flamstead Preschool.

**Procedure**

If a member of staff has a grievance then they should attempt to resolve this firstly by speaking to the Preschool Leader Sarah McCarthy where appropriate. The Management Committee Chair Emilie Griffin is also happy to listen to any staff grievances.

If this discussion does not resolve the grievance then the complaint needs to be put in writing to the settings leaders and Committee Chair.

The Committee chair will then arrange a grievance hearing meeting within 10 working days of receiving this letter. The member of staff raising the grievance can choose to have a friend or family member attend this meeting with them. The Treasurer will also attend the grievance hearing.

Written minutes of the meeting will be taken and circulated to all at the meeting and the Committee chair will write to the member of staff within 10 working days advising them of the decision made.

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**PREVENT DUTY POLICY**

**Policy Statement**

Everyone at Flamstead Preschool works with children, parents and the community to ensure the rights and safety of our children and to give them the very best start in life. From July 2015 the government has called for all schools and childcare providers to have “due regard to the need to prevent people from being drawn into terrorism.” This duty is known as Prevent Duty.

**Procedure**

We provide training to ensure that all staff are confident in safeguarding issues, including identifying children at risk of radicalisation of any kind.

We build children’s resilience to radicalisation by promoting fundamental values for equality. *(See Values Policy and Equality & Diversity Policy).* This is done through EYFS framework of Personal, Social and Emotional Development and Understanding the World.

Each child in our setting has a Key Person, who works to know that child well. Prevent does not require unnecessary intrusion into Family life, but as with any other safeguarding risk, staff must take action if they observe behaviour of concern

The Committee run a thorough and safe recruitment process, collecting all the relevant references, identity checks and education certificates as well as carrying out an Enhanced DBS before a person is appointed. All applicants are made aware any position at Preschool is exempt from the Rehabilitation of Offenders Act 1974.

We review our Safeguarding Policies regularly.

**What to do if you have a concern about a child**

You should follow the Preschool’s normal Safeguarding procedures. (see Safeguarding Children Policy)

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

The Department of Education has a dedicated telephone helpline 0207 340 7624 to raise any concerns regards extremism. You can also email counter.extremism@education.gsi.gov.uk

Channel is a government run panel, which focuses a multi-agency approach to provide early stage support to people identified as being vulnerable to being drawn into terrorism.

<https://www.gov.uk/government/publications/channel-guidance>

If you think a child is at risk from being at immediate harm or security incident then you must follow Preschool’s emergency safeguarding procedures and call the Police on 999.

**Further reading**

Counter Terrorism & Security Act 2015

Equality Act 2010

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**STAFF WHISTLEBLOWING**

**PROCEDURE**

**Policy Statement**

The well-being and safety of children at Preschool is of utmost importance to us. We are a transparent, trustworthy childcare provider.

**Procedure**

If a member of staff has concerns about the safeguarding of children at our Preschool they can contact the Ofsted Whistleblower hotline on 0300 123 3155 (Mon - fri 0800 - 1800). They can also e-mail them on whistleblowing@ofsted.gov.uk.

Ofsted can be also be contacted via an online reporting form ofstedonline.ofsted.gov.uk

Ofsted recommend you also call the independent whistleblowing charity, Public Concern at Work on 0207 404 6609 to help you decide whether and/or how to raise your concerns.

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**NON-COLLECTION OF CHILDREN POLICY**

**Policy Statement**

In the event that a child is not collected by an authorised adult at the end of a Preschool session or day, we will endeavour to locate the child’s parents or carer whilst still maintaining the usual high level of care and minimising any distress to the child.

**Procedure**

Parents of children starting at the Preschool 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, then an alternative number must be given, perhaps a neighbour or close relative.
* mobile telephone number
* place of work, address and telephone number (if applicable)
* two more emergency contacts who are authorised by the parents to collect their child from Preschool.
* a password that can be used to verify that someone is authorised by the parents to pick up their child.

Parents must tell us if they are not able to collect their child as planned. If someone different is due to pick the child up at the end of their Preschool session, the person responsible for dropping the child off in the morning must let staff know that this is the case. We will not allow a child to leave our setting with any other adult unless this has been prearranged by the parent or carer.

If a child is not collected at the end of a session, the following procedure will be put into place.

* Staff will check that there were no changes to the normal collection routine for that child.
* We will try and contact the parent or carer by telephone.
* If this is unsuccessful, all emergency contacts will be followed up.

If a reasonable amount of time has passed - one hour - and staff are unable to get in touch with any of the contacts recorded then we must contact Hertfordshire Children Services on 0300 123 4043, inform Ofsted 0300 123 3155 (Ofsted can be also be contacted via an online reporting form ofstedonline.ofsted.gov.uk) and our local Preschool Learning Alliance office/Preschool Development Worker (01462)814866 or 07967326980

* Your child will stay in the Preschool setting with two members of staff until the child is successfully collected.
* 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.

***Incapacitated parent***

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

* appearing drunk
* appearing under the influence of drugs
* demonstrating angry and threatening behaviour to the child, members of staff or others
* appearing erratic or manic

**Informing**

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

**Recording**

* The designated person completes a Safeguarding incident reporting form and if social care were contacted a Confidential safeguarding incident report form is completed the designated officer. If police were contacted a Confidential safeguarding incident report form will also be copied to trustees. Further updates/notes/conversations/ telephone calls are recorded.
* **Further reading**: **Safeguarding Children.** *Preschool Learning Alliance Publications (2010)*

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**E-SAFETY POLICY**

 **(including all electronic devices with internet capacity)**

**Online Safety (E-Safety Officer, Emilie Griffin, setting Chair)**

**Policy Statement**

Flamstead Preschool has a commitment to keeping children safe and healthy and the e-safety policy operates at all times under the umbrella of the Safeguarding Policy. The E-Safety policy is the implementation of the Safeguarding policy in relation to electronic communications of all types.

**Procedures**

The Internet is now regarded as an essential resource to support teaching and learning. Computer skills are vital to accessing life-long learning and employment. It is important for children to learn to be e-safe from an early age and the Preschool can play a vital part in starting this process. In line with other Preschool policies that protect pupils from other dangers, there is a requirement to provide pupils with as safe an Internet environment as possible and a need to begin to teach them to be aware of and respond responsibly to possible risks.

Named Person Responsible for E-Safety – Emilie Griffin (committee chair) – this person ensures policies and procedures are in place and reviewed regularly; personal data is stored securely; access to and usage of the internet is safe, secure and monitored; staff access appropriate training.

Terms such as ‘e-safety’, ‘online’, ‘communication technologies’ and ‘digital technologies’ refer to fixed and mobile technologies that adults and children may encounter, now and in the future, which allow them access to content and communications that could raise issues or pose risks. The issues are:

Content – being exposed to illegal, inappropriate or harmful material

Contact – being subjected to harmful online interaction with other users

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

**I.C.T Equipment**

* The setting manager ensures that all computers have up-to-date virus protection installed.
* Cameras are only used for the purposes of observation, assessment and planning and to take photographs for individual children’s learning journeys.
* Staff follow the additional guidance provided with the system

**Internet access**

Significant educational benefits should result from Internet use including access to information from around the world. Internet use should be carefully planned and targeted within a regulated and managed environment

We have a duty to ensure that children in the Preschool are not exposed to inappropriate information or materials. We also need to ensure that children know how to ask for help if they come across material that makes them feel uncomfortable.

Internet safety in the Preschool depends on staff, parents, carers and visitors taking responsibility for the use of Internet and other communication technologies such as mobile phones. It is the Preschool’s responsibility to use technical solutions to limit Internet access and to monitor their effectiveness.

The Internet is an essential element in 21st century life for education, business and social interaction. The Preschool has a duty to provide children with quality Internet access as part of their learning experience.

Preschool Internet access will be tailored expressly for educational use and will include appropriate filtering. Pupils will learn appropriate Internet use. Staff will guide pupils in online activities that will support their learning journeys.

The Internet is also used in the Preschool to support the professional work of staff, to allow effective planning and to enhance the Preschool’s management information and business administration systems. Children never have unsupervised access to the internet and the setting manager ensures that risk assessments in relation to e-safety are completed.

* Only reputable sites with a focus on early learning are used (e.g. CBeebies).
* Video sharing sites such as YouTube kids is accessed only by adults to ensure only appropriate age restricted content is accessed. Adult log out of this immediately after use.
* Children are taught the following stay safe principles in an age appropriate way:
* only go online with a grown up
* be kind online and keep information about me safely
* only press buttons on the internet to things I understand
* tell a grown up if something makes me unhappy on the internet
* Staff support children’s resilience in relation to issues they may face online, and address issues such as staying safe, appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age-appropriate ways.
* All computers for use by children are fully supervised by staff.
* Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at [www.iwf.org.uk](http://www.iwf.org.uk/).

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

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**MOBILE PHONE**

**& CAMERA POLICY**

**Staff and Visitors (includes internet enabled devices)**

**Policy Statement**

Flamstead Preschool will ensure the welfare of children is paramount at all times and full attention is always given to children whilst at Preschool**.** We will eliminate any risk of child protection issues that may arise from inappropriate mobile phone or camera use.

**Procedure**

* Personal mobile phones are not used by staff during working hours. These are kept in staff bags in the locked kitchen and on silent. Staff are able to check these only at lunch time. Smart watches are not worn by staff and are kept in bags.
* The setting manager completes a risk assessment for where they can be used safely. These may be checked at lunchtime only.
* In an emergency, personal mobile phones may be used in the privacy of the kitchen with permission.
* Staff ensure that contact details of the setting are known to family and people who may need to contact them in an emergency.
* Staff do not take their mobile phones on outings.
* Members of staff do not use personal equipment to take photographs of children.
* Parents and visitors do not use their mobile phones on the premises. There is an exception if a visitor’s company/organisation operates a policy that requires contact with their office periodically throughout the day. Visitors are advised of a private space where they can use their mobile.

Cameras and videos

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

 **Cyber Bullying**

If staff become aware that a child is the victim of cyber-bullying at home or elsewhere, they discuss this with the parents and refer them to help, such as: NSPCC Tel: 0808 800 5000 [www.nspcc.org.uk](http://www.nspcc.org.uk) or ChildLine Tel: 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

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**SOCIAL MEDIA POLICY**

**Policy Statement**

Safeguarding must be at the centre of everything we do at Flamstead Preschool.

Social media has an important and increasingly popular role to play in our society and whilst we have robust Safeguarding and Confidentiality Policies, it is vital that a modern childcare provider has clear guidelines specific for any website where an individual can post comments, photographs, videos and share documents.

Careless social media site use could lead to serious issues of data protection and confidentiality breaches, compromise the integrity and reputation of Flamstead Preschool, affect the privacy of staff and parents, or more importantly, put the children in our setting at risk.

**Procedure**

Every employee and parent or carer has the right to express themselves and communicate online, but as a responsible childcare provider we must set professional boundaries.

**Staff, Volunteers, Trustees and Committee Members must**:

* Not refer to any children by name.
* Not include any images or videos of themselves or work colleagues, volunteers, trustees or committee members, which may be perceived as inappropriate.
* Not post any images of children or their families on their own social media accounts. N.B. Photographs of preschool children can be used on the settings’ Facebook pages and website with written consent of the parents. *(see Mobile Phone and Camera Policy)*
* Not post any confidential information about the setting or those involved with the setting.
* Ensure that negative personal comments are not made about colleagues, volunteers, trustees or committee members, children, families and other professionals associated with Flamstead Preschool.

Personal mobile phones belonging to staff or volunteers are not to be used on the premises during working hours – except in the event of an emergency.

Personal mobile phones are not to be used to take photographs of children in setting.

Photographs or recordings of children are only taken on equipment belonging to Flamstead Preschool in order to record their development or their participation in events organised by us. Camera and video use is monitored by Sarah McCarthy. (*See Mobile Phone & Camera Policy*).

We must all remember that no information sent over the internet is totally secure. We will respect the confidentiality of all children and their families, during and after their time with us. (*See Confidentiality Policy*)

Any material posted online in reference to Flamstead Preschool by any employee or volunteer is the responsibility and view of the poster. Any member of staff found to be posting remarks deemed to be detrimental to the Preschool or their colleagues will face disciplinary action. Disciplinary action will also be taken if staff or volunteers post or publish photographs of the setting, children or staff without permission.

We will continue to maintain the high levels of professionalism, honesty and respect that Flamstead Preschool has always been proud to deliver.

**We ask parents and carers to**:

* Not to take photographs in setting unless it is at a specific event such as our Christmas Show or Leaver’s Ceremony. Then, we insist that parents must not post or share any images of other children or families online without their consent.
* Ensure all personal comments about the Preschool and its staff are posted with regard to libel and deformation of character laws.

Parents sign a consent form and can specify whether or not images of their children can be used for Preschool business - printed or online. (*See Mobile Phone & Camera Policy*)

As Preschool Practitioners, Volunteers & Committee Members, we are unable to monitor and control parent usage and can only act upon any information that comes to our attention, which is deemed to be detrimental.

**Flamstead Preschool’s online presence**

Flamstead Preschool has one social media page on Facebook, [https://www.facebook.com/Flamstead-Preschool-1489833717946583/?ref=hl](https://www.facebook.com/Flamstead-Pre-School-1489833717946583/?ref=hl) it is used as an advertising tool. It is maintained and moderated by Sophie Lechner King.

We also have our website <http://www.flamsteadpreschool.co.uk> . This is a small website to showcase and advertise who we are and the childcare we offer. All photographs here were taken with express permission from parents and carers of the children involved. The site is maintained by Sophie Lechner-King and hosted by Wix. All content has been written by the Preschool Committee and is updated as needed.

**What to do if there is a problem**

If anyone becomes aware of any social networking activity from either the setting body or parent and carer body, that would be deemed unprofessional or distasteful, please contact either Sarah McCarthy, Lead Practitioner or Emilie Griffin, Committee Chair.

Additionally, Staff are expected to:

* understand how to manage their security settings to ensure that their information is only available to people they choose to share information with
* are aware that comments or photographs online may be accessible to anyone and should use their judgement before posting
* are aware that images, such as those on Snapchat may still be accessed by others and a permanent record of them made, for example, by taking a screen shot of the image with a mobile phone
* observe confidentiality and refrain from discussing any issues relating to work
* not share information they would not want children, parents or colleagues to view
* set privacy settings to personal social networking and restrict those who are able to access
* not accept service users/children/parents as friends, as it is a breach of professional conduct
* report any concerns or breaches to the designated person in their setting
* not engage in personal communication, including on social networking sites, with children and parents with whom they act in a professional capacity. There may be occasions when the practitioner and family are friendly prior to the child coming to the setting. In this case information is shared with the manager before the child starts at the setting.

**Use/distribution of inappropriate images**

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

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**MISSING CHILD POLICY**

# **In the building**

* As soon as it is noticed that a child is missing, the member of staff informs the designated person who initiates a search within the setting. If the child is found on-site, the designated person checks on the welfare of the child and investigates the circumstances of the incident. If the child is not found on site, one member of staff searches the immediate vicinity, if there is no sign of the child, the police are called immediately. The parents are then called and informed. The designated person will contact their designated officer, to inform them of the situation and seek assistance.

**Off-site (outing or walk)**

* As soon as it is noticed that a child is missing, the senior staff present carries out a headcount. One member of staff will search the immediate vicinity. If the child is not found, the senior staff calls the police and then contacts the designated person who will then inform parents. The other members of staff return the children to the setting as soon as possible if it is safe to do so. According to the advice of the police, one senior member of staff will remain at the site where the child went missing and wait for the police to arrive. The designated person contacts the designated officer.

**Recording and reporting**

* A record is made on a Child welfare and protection summary and Safeguarding incident reporting form. The manager and designated person completes and circulates the Confidential safeguarding incident report form to the designated officer on the same day that the incident occurred.

# **The investigation**

* Ofsted are informed as soon as possible (and at least within 14 days). The designated officer carries out a full investigation. The designated person and the designated officer speak with the parents together and explain the process of the investigation

Each member of staff present during the incident writes a full report using Safeguarding incident reporting form, which is filed in the child’s file. Staff do not discuss any missing child incident with the press.

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**STAFF PERSONAL SAFETY POLICY**

**General**

* Members of staff who are in the building early in the morning or late in the evening, ensure that doors and windows are locked.
* Visitors are allowed access only with prior appointments and once identifications are verified

**Dealing with agitated parents/visitors in the setting**

* If a parent or visitor appears to be angry or hostile, two members of staff will lead them away from the children to another safe area but will not shut the door behind them. Staff will try to empathise, for example: ‘I can see that you are feeling angry at this time’ and attempt to offer a solution to the problem. Where a person makes threats and continues to be angry, members of staff make it clear that they will be unable to discuss the issue until the person stops shouting or being abusive. Staff will try to explain that the police will be called if the behaviour continues and emphasis the inappropriateness of the behaviour in front of the children. Our procedure ‘Threats and abuse towards staff and volunteers’ set out below will be implemented where staff feel threatened or intimidated.

**Threats and abuse towards staff and volunteers**

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

* Staff and volunteers have a right to expect that their workplace is a safe. Where unreasonable behaviour is abusive or intimidating and aggressive language occurs, we will withdrawal our permission for them to be on the premises. If a person is put in fear of an immediate attack, it is an offence in law which constitutes an assault and we would normally contact the police immediately.

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

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

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

 Police support will be sought in all cases where:

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

**Harassment and intimidation**

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

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

**Banning parents and other visitors from the premises**

* If a parent or other person continues to behave unreasonably on the premises a letter will be sent to them from the trustees, withdrawing permission for them to be there.
* Further breaches may lead to prosecution of the person concerned by the police and they are treated as a trespasser.
* Full records are kept of each incident, in the Reportable Incident Record, including details of any persons who witnessed the behaviour as this evidence will need to be provided to a Court.

**Dealing with an incident**

We acknowledge that parents and families may themselves be under severe stress, but it is never acceptable for them to behave aggressively towards staff and volunteers. Individual circumstances along with the nature of the threat are considered before further action is taken. A record of the incident will be made whether the police are involved or not.

In non-urgent cases, where the incident is not thought to be an emergency, but police involvement is required, all staff and volunteers are aware to call the non- emergency number for the police.

All parties involved will consider the needs, views, feelings and wishes of the victim at every stage. In some cases the victim may be asked by the police if he/she wishes to make a complaint or allegation against the alleged offender. The setting manager/ committee chair will ensure sympathetic and practical help, support and counselling to the victim both at the time of the incident and subsequently and ensure support from victim support services on giving evidence in court

After the incident has been dealt with, a risk assessment is done to identify any measures that can be put in place to minimise or prevent the incident occurring again.

**Harassment or intimidation of staff by parents/visitors**

* The setting manager will contact the setting committee chair for advice and support.
* Where the parent’s behaviour results in staff feeling unduly harassed or intimidated, the setting manager, with the committee chair present, will inform the parent clearly, but sensitively, that staff are concerned about their behaviour and that we are considering making a complaint to the police if the behaviour does not desist or improve. This will be followed up with a letter drafted by the setting manager and committee chair. The setting manager may also remind the parent that they are able to make a formal complaint and signpost them to the information on how to do this which is clearly displayed on our parents notice board.

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

**Further guidance**

Complaint Investigation Record (Pre-school Learning Alliance 2015)

Report Incident Record (Pre-school Learning Alliance 2015)

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**HEALTH & SAFETY POLICY**

**Our Designated Health and Safety Officer is:** Anna Hickson /Karen Cooley

**Aim**

At Flamstead Pre-School we ensure that our provision is a suitable, clean and safe place for children to be cared for, where they can grow and learn. We meet all statutory requirements for health and safety and fulfil the criteria for meeting the Early Years Foundation Stage Safeguarding and Welfare Requirements.

**Objectives**

We recognise that we have a responsibility and duty of care towards those who work in and receive a service from our provision. Individual staff and service users also have responsibility for ensuring their own safety as well as that of others. Adherence to policies and procedures as well as risk assessments is the key means through which this is achieved.

Our setting has insurance in place (including public liability) and an up-to-date certificate is displayed in our entrance hall/ parent notice board. We have public liability insurance and employers' liability insurance with the Preschool Learning Alliance. (contact 0207 697 2585 - membership number 2544).

A risk assessment is carried out to ensure the safety of children, staff, parents, and visitors. Legislation requires all those individuals in the given workplace to be responsible for the health and safety of premises, equipment and working practices.

* Smoking is not allowed on the premises, both indoors and outdoors. If children use any public space that has been used for smoking, members of staff ensure that there is adequate ventilation to clear the atmosphere. The use of electronic cigarettes is not allowed on the premises.
* Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If staff are taking medication that they believe may impair them, they seek further medical advice and only work directly with children if that advice is that the medication is unlikely to impair their ability to look after children. The setting manager must be informed.
* Alcohol must not be bought onto the premises for consumption.
* Risk assessments are monitored and reviewed by those responsible for health and safety as well as the setting manager.

**Accidents** (see Accident & Emergency Treatment Policy*)*

**Animals**

Animals visiting the Preschool are free from disease, safe to be with children and do not pose a health risk. The children’s records are checked prior to the visit to check for any allergies to animals.

**Children's safety (**see Safeguarding Policy**)**

**Electrical/gas equipment**

All electrical and gas equipment conforms to safety requirements and is checked regularly. This is carried out by the Village Hall Committee.

Our boiler; electrical switch gear and meter cupboard is not accessible to the children. There are sufficient sockets to prevent overloading.

The temperature of hot water is controlled to prevent scalds and not used by the children.. Lighting and ventilation is adequate in all areas including storage areas.

**Entry Security** (see Entry Security Policy)

**Equipment Safety**

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 Preschool.

The layout of play equipment allows adults and children to move safely and freely between activities. All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded. All materials - including paint and glue - are non-toxic. Sand is clean and suitable for children's play. Physical play is constantly supervised.

Children are taught to handle and store tools safely.

**Fire safety** (see Fire Safety Policy*)*

**First aid and medication** (see First Aid & Medication Policy*)*

**Food and drink** (see Food & Drink policy)

**Health & Safety Awareness**

Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults adhere to our policy and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances (see COSSH file). As necessary, health and safety training is included in the annual training plans. 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 they play in the daily life of the Preschool.

Children are made aware of health and safety issues through discussions, planned activities and routines.

**Hygiene - Cleaning**

We have a daily cleaning routine for the Preschool, which includes play room(s), kitchen, toilets and nappy changing areas. We regularly clean equipment, dressing up clothes and furnishings. This has been enhanced in-line with our Covid – 19 policy and outbreak management plan.

The village hall is cleaned daily by a cleaner employed by the village hall.

We implement good hygiene practices by regularly cleaning play equipment, dressing up clothes and furnishings. We clean tables between activities and check the toilets regularly.

**Hygiene - Personal**

Our daily routines encourage the children to learn about personal hygiene.

The toilet area has a high standard of hygiene including hand washing and drying facilities and steps are provided for the children. We provide tissues and wipes in the setting.

We implement good personal hygiene practises by wearing protective clothing - such as aprons and disposable gloves when changing nappies. We have clean clothes available if a child has an ‘accident’**.** All staff have the choice of wearing a mask during personal care procedures and throughout the routine of the day.

**Insurance Cover**

We have public liability insurance and employers' liability insurance with the Preschool Learning Alliance. (contact 0207 697 2585 - membership number 2544). The certificate is displayed on the notice board.

**Kitchen** (see also Food & Drink Policy)

Children do not have unsupervised access to the kitchen. When children take part in cooking activities, they are supervised at all times. They are kept away from hot surfaces and hot water and do not have unsupervised access to electrical equipment.

All surfaces are clean and nonporous. There are separate facilities for hand-washing and for washing up. Cleaning materials and other dangerous materials are stored out of children's reach.

**Outdoor area**

All outdoor activities are supervised at all times. Our outdoor area is securely fenced. Our outdoor area is checked for safety and cleared of rubbish before it is used as part of our daily risk assessment.

Adults and children are alerted to the dangers of poisonous plants, herbicides

and pesticides.

**Outings and visits** (See Outings & Visits Policy)

**Records**

In accordance with the National Standards for Day Care, we keep records of:

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

**Risk assessment**

Regular risk assessments are carried out:

* in the settings indoor play environment
* in the outdoor play environment
* in our activities and procedures
* on all routine trips (e.g. to the local shop, to the local church)
* on all planned trips out (e.g. sports day)

Each risk assessment covers both adults and children. We will develop an action plan that specifies the action required, the timescales for this action and the person responsible for the action. We will also identify any funding required.

We also maintain lists of health and safety issues which are checked **daily** before each session begins.

**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 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.

**Sickness** (See Sickness Policy)

**Storage**

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

**Windows**

These are checked for any signs of damage daily.

**Legal references**

Health and Safety at Work etc Act 1974

Health and Safety (Consultation with Employees) Regulations 1996

Management of Health and Safety at Work Regulations (1999)

Regulatory Reform (Fire Safety) Order 2005)

Electricity at Work Regulations (1989)

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

Manual Handling Operations Regulations (1992) (Amended 2002)

Medicines Act (1968)

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

Control of Substances Hazardous to Health (COSHH) Regulations 2004

Health and Safety (First Aid) Regulations 1981

Childcare Act 2006

**Further guidance**

Dynamic Risk Management in the Early Years (Alliance 2017)

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

Food Standards Agency [www.food.gov.uk](http://www.fod.gov.uk)

Ministry or Housing, Communities & Local Government [www.communities.gov.uk](https://preschoolla.sharepoint.com/sites/COMM/Shared%20Documents/Pubs/Pubs%20Print%20Promo/Pub%20Drafts/A026%20Policies%20%26%20Procedures%20for%20the%20EYFS%202021/A026%20FINAL/www.communities.gov.uk)

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**RISK ASSESSMENT POLICY**

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

A Generic risk assessment form is completed for different areas of work, and the areas of the building that are identified in these procedures.

Assessments are completed to ensure inclusion and the health and safety of all visitors, staff, and children. The relevant procedure is modified if required to match the assessment.

Prioritised place risk assessment (outbreak management plan) is completed for offering prioritised places during a national pandemic (such as Covid–19). We will prioritise children because they are vulnerable, or meet any other criteria stipulated by the Government at the time. This may be a Key Worker, vulnerable child, young person or adult.

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

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

**Daily risk assessments & checks indoors and outdoors**

Safety checks are conducted when setting up for the day prior to children arriving or closing in the afternoon. Sometimes, this will identify a risk that requires a formal risk assessment on form. For example, if a window latch is becoming stiff and a practitioner has to stand on a chair in order to reach it to ensure it has closed properly. If the risk involves a hazard arising from the building then the village hall committee will be informed.

**Health and safety risk assessments**

Health and safety risk assessments inform procedures. Staff and parents are involved in reviewing risk assessments and procedures, as they are the ones with first-hand knowledge as to whether the control measures are effective and they can give an informed view to help update procedures accordingly.

Our manager undertakes training and ensures staff have adequate training in health and safety matters. The setting manager also works with the village hall committee to ensure that checks/work to premises are carried out and records are kept by the village hall.

* Gas safety by a Gas Safe registered gas/heating engineer.
* Electricity safety by a qualified electrician.
* Fire precautions to check that all fire-fighting equipment and alarms are in working order.
* Heating system is regularly checked.
* Deep clean is carried out in kitchen where appropriate

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

* Entrance and exits.
* Outdoor areas.
* Play rooms.
* Main kitchen.

The manager ensures staff members carry out risk assessment for off-site activities, such as children’s outings (including use of public transport), including:

Visits to the allotment

Collecting children from school

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

* Changing babies, and the intimate care of young children and older children
* Arrivals and departures
* Preparation of food/drink
* Children with allergies and special dietary needs or preferences
* Cooking activities with children
* Supervising outdoor play and indoor/outdoor climbing equipment
* Settling babies/young children to sleep
* Assessment, use and storage of equipment for disabled children (when applicable)
* Visitors to the setting who are bringing equipment or animals as part of children’s learning experiences, for example ‘fire engines’
* Following any incidents involving threats against staff or volunteers
* Following any accident or incident involving staff or children.

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**GENERIC RISK ASSESSMENT FORM**

|  |  |  |
| --- | --- | --- |
| Risk area: | Carried out by: | Date: |
| Risk identified | Who is at risk | Level of risk | Control measure and person/s responsible | Review |
|  |  |  |  |  |
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**CHILDREN’S TOILETS/NAPPY CHANGING POLICY**

**Procedure**

Children bring their own bags to store spare clothing and nappies/pants.

* Babies and children have a changing mat on the floor in a separate area to the toilets and are encouraged where appropriate to lay down independently. Staff do not lift heavy toddlers on to waist high units.
* Changing mats are cleaned and disinfected in between each child.
* Disposable nappies are disposed of in bags and tied to secure and placed in lidded bin.
* Staff use disposable gloves and aprons when changing children and wash their hands when leaving changing areas. Please note: gloves are not always required for a wet nappy if there is no risk of infection, however, gloves are always available for those staff who choose to wear them for a wet nappy. Gloves are always worn for a ‘soiled’ nappy.
* Staff never turn their backs on or leave a child unattended whilst on a changing mat.
* There is a pull down changing table in the changing area and this will be used if appropriate to child’s individual needs.
* Anti-bacterial spray does not have direct contact with skin.
* Anti-bacterial sprays used in nappy changing areas are not left within the reach of children.
* Natural ventilation is used; chemical air fresheners are not used.
* Wet nappies are disposed of in a nappy bag and double bagged if soiled. This is put into a lidded bin.

**Toilets**

* Children’s toilets are sprayed with sanitising spray in between children.
* Toilet flush handles are disinfected regularly over the day by Pre-School staff.
* Children’s hand basins are cleaned twice daily as a minimum by Pre-School staff and whenever visibly soiled, inside, and out using disinfectant cleaning agent. This has increased during covid -19 and will be increased further if our outbreak management plan needs to be followed. Disposable paper towels are used to clean basins, taps etc.
* Paper towels are provided for children to dry their hands.
* Bins are provided for disposal of paper towels and are emptied daily.
* All bins are lined with plastic bags.
* Staff who clean toilets wear gloves.
* Staff changing children wear gloves and aprons as appropriate.
* Wet or soiled clothing is rinsed, and put in a plastic bag for parents to collect.
* Floors in children’s toilets are washed daily.(Village Hall staff) and as appropriate by Pre-school staff.
* Spills of body fluids are cleaned and dried thoroughly using disinfectant.
* Adults respect children’s privacy according to the age/stage of the child.

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**OUTINGS & VISITS POLICY**

**Policy statement**

We believe that trips out are an important way to enrich your child’s early experiences. You can expect the same high level of care and attention for your child when they are on an outing as they would receive in the setting.

**Risk assessment**

* Risk assessment is completed prior to the outing. Existing risk assessments are reviewed/amended as required depending on the nature of the trip/outing.
* Children with specific needs have a separate risk assessment if necessary.

**Outing venue (larger outings)**

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

**Transport**

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

**Where transport is provided by the setting**

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

**Larger outings checklist**

There is an identified lead person for the outing.

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

**Planning and preparation**

* Parents give permission for short outings/trips on our registration form.
* Parents are informed of an major outing and staff check that additional consent forms for these are signed to give consent for their child to take part.
* A minimum of two staff accompany children on outings. There is a ratio of 1:2 for babies in buggies, some disabled children, and children up to 3 years. Older children have a ratio of 1:4, depending on the risk assessment. Appropriate supervision ensures that no child gets lost and there is no unauthorised access to children. In the unlikely event that an incident occurs we will strictly follow our Missing Child Policy. Our adult to child ratio is always high, be it in the setting or out.
* Children are specifically allocated to each member of staff/volunteer on a larger outing/trip ; they are responsible for supervising their designated children for the duration of the excursion.
* Parents on outings are only responsible for their own children.
* Parents who have undergone vetting as volunteers may be included in the ratio.
* The designated lead for the outing has responsibility for only one child (Large trip).
* A mobile phone belonging to the setting, and small first aid kit is taken as well as contact details for parents/emergency contacts.
* Staff make sure they have water, plastic cups, spare nappies/change of clothes and wet wipes for the children going out appropriate to the length of time they are out for.
* Sun cream is applied as needed and children are clothed appropriately.

**Further guidance**

* Daily Register and Outings Record (Early Years Alliance 2021)
* Good Practice in Early Years Infection Control (Pre-school Learning Alliance 2009)
* Not on my Watch! (Early Years Alliance 2018)
* Preventing Accidents to Children on Farms (Health and Safety Executive 2013)

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**OUTSIDE AREA POLICY**

All gates and fences are childproof, safe, and secure.

* Areas are checked daily to make sure animal droppings, litter, glass etc. is removed. Staff wear disposable gloves to do this.
* Safety mats are provided under climbing equipment, even in the event of them being on grass.
* Wooden equipment is maintained safely, put away daily and not used if broken.
* Broken climbing equipment or outdoor toys are removed and disposed of.
* Children are always supervised within ratios outside. Adults are positioned appropriately around the outdoor area to ensure children are fully supervised and within vision of adults at all times.
* Children are suitably dressed for the weather conditions and type of outdoor activities.
* Sun cream (if parents have given permission) is applied and hats are worn during the summer months. Outdoor play is avoided in extreme heat between noon and 3pm.
* Children who have no adequate means of sun protection, such as a hat, long sleeves and trousers or sun cream, will not be able to play outdoors in un-shaded areas.
* Children are supervised on climbing equipment, especially younger children.
* Water play is not left out and is cleaned and replenished between use.
* Sightings of vermin are recorded and reported to the manager who reports to the village hall committee who will report to the Environmental Health’s Pest Control Department when necessary.

**Further guidance**

Reportable Incident Record (Pre-school Learning Alliance 2015)

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**ENTRY SECURITY POLICY**

**Policy Statement**

We will maintain a safe and secure environment for all children and adults at our Preschool, managing who has access to the Village Hall during Preschool hours.

**Procedure**

The main door to Flamstead Preschool remains locked whilst the children are inside. This is to prevent unauthorised access to our premises. It also prevents children from leaving the premises unnoticed. When it is opened to let parents and children in at either the beginning or end of a session a member of staff stands by the door.

The arrival and departure times of staff, volunteers and visitors are recorded. We take a daily register of children.

Before the children play outside we put up a secure barrier to prevent any unauthorised access or exit from the setting. Children are always supervised when they are playing outside.

We recognise that our Preschool does share a building with the community and we work closely with the Flamstead Village Hall Committee (Jane Lutman) to ensure that the Preschool has the absolute minimum amount of disruption during its opening times.

At no time is anyone other than authorised staff alone with any child. In addition:

Entrances and approaches are kept tidy and always uncluttered.

* All gates and external fences are childproof and safe
* Front doors are always kept locked and shut.
* The identity of a person not known to members of staff is checked before they enter the building.
* All staff and visitors to the setting sign in and out of the building. Visitors are required to sign our visitors book.
* A member of staff is available to open and close the door and to greet arrivals, say goodbye to parents and to make sure that doors and gates are shut.
* Back doors are always kept locked and shut. Where building works or repairs mean that normal entrances/exits or approaches to the building are not in use, a risk assessment is conducted to maintain safety and security whilst the changes are in place.

In the event that social distancing restrictions are in place (due to covid -19) or our outbreak management plan needs to be implemented then we may need to apply measures to keep parents two metres apart and to reduce risk of parents gathering in entrance areas during peak times.

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 **CONTROL OF SUBSTANCES HAZARDOUS TO HEALTH (COSHH)**

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

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**MANUAL HANDLING POLICY**

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

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

**Guidelines:**

* Do not lift heavy objects alone. Seek help from a colleague.
* Bend from the knees rather than the back.
* Do not lift very heavy objects. even with others. that are beyond our strength.
* Do not stand on objects, other than proper height steps, to reach high objects and never try to over-reach.
* Push rather than pull heavy objects.
* Do not carry heavy objects up or down stairs.
* Do not hold babies by standing and resting them on your hips.

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**NOTIFIABLE INCIDENT, NON-CHILD PROTECTION POLICY**

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

A ‘notifiable’ incident’ could include:

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

The designated health and safety officer: Anna Hickson/Karen Cooley

* will contact emergency services
* report to village hall committee for maintenance and repair
* ensure that members of staff know what to do in an emergency
* risk assess the situation and decides, with the trustees if the premises are safe to receive children before any children are arrive or to offer a limited service.

**Emergency evacuation**

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

* There is an emergency evacuation procedure in place which is unique to the setting and based upon risk assessment in line with others using the building (Fire Procedure).
* Emergency evacuation procedures are practised regularly (Each half term) and are reviewed according to risk assessment (as above).
* Staff evacuate children to a pre-designated area (as per the fire drill).
* Once evacuated, nobody enters the premises, until the emergency services say so.
* Members of staff will act upon the advice of the emergency services at all times.

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| --- |
| **FIRE POLICY****Policy Statement** To maintain the safety of all children, staff and volunteers in the event of a fire.**Procedures**  In the event of a fire,* A whistle will be blown and all children will be led with little or no talking to the nearest safe fire exit in the main hall, exit in kitchen or front doors, depending on location of fire. No possessions will be collected en route.
* The children will walk from the building into the churchyard and assemble by the nearest bench where a register will be taken to check that every child and adult who was present that day was accounted for.
* As the register is being taken an adult will call the Fire Brigade on 999.
* Call parents to come and collect children.
* We will wait for the fire brigade to arrive, put the fire out and do a thorough assessment of the building.

This procedure is included as part of the induction process with all new members of staff or voluntary workers and practiced with the children half termly.Fire doors are clearly marked, never obstructed and easily opened from inside. Smoke detectors/alarms and fire - fighting appliances, conforming to BS/EN standards, are fitted. Fire Drills take place in order to familiarise the children and staff with this procedure. We have regular evacuation practices for the children and staff at least once every six weeks. Written records are kept of fire drills and of the servicing of fire safety equipment.Our designated Fire Officer is Anna Hickson (Karen Cooley) |

**Emergency Closure**

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

* The trustees make the decision to close – thereby withdrawing the service, For example, due to not being able to staff the provision adequately, or a problem arising with the premises
* A third party makes the decision to close for example:
* the emergency services
* A parent makes the decision for their child not to attend.
* If a parent makes the decision for their child not to attend due to a critical incident, the child’s fees are due as normal.
* Further consideration of individual incidences will be done in consultation with the trustees

**Recording and reporting**

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

RIDDOR reportable events include:

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

This may include:

* a member of staff injures back at work through lifting and is off for two weeks
* a parent slips on a wet floor and is taken to hospital
* a child falls from play equipment and is taken to hospital
* an outbreak of Legionella

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

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

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

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

If an insurance claim is likely:

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

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**TERRORIST THREAT/ATTACK AND LOCK-DOWN POLICY**

There may be an occasion that we may be advised to stay put (lock-down) rather than evacuate. ‘Lock-down’ is intended to secure and protect children and adults if there is an immediate threat. By controlling movement in an area, emergency services can contain and handle the situation more effectively.

Staff rehearse simple ‘age appropriate’ actions with the children such as staying low to the floor, keeping quiet and listening to instructions in the same way that fire procedures are practiced. Emergency procedures are reviewed and added to if necessary. We will also follow any additional advice issued by the local authority. If lockdown is confirmed, a text/phone message will be issued to parents to advise them of the procedure to follow.

## Lock-down procedures

## If an incident happens the setting manager acts quickly to assess the likelihood of immediate danger. In most cases the assumption will be that it is safer to stay put and place the setting into ‘lockdown’ until the emergency services arrive. As soon as the emergency services arrive at the scene staff comply with their instructions. Staff will gather children in small back room of the setting (Dining room).

## During ‘lock-down’

## Staff and children stay in the designated areas if it is safe to do so.

## Doors and windows are secured until further instruction is received.

## Curtains are closed where possible.

## Staff and children stay away from windows and doors.

## Children are encouraged to stay low and keep calm.

## Staff will tune into a local TV or radio station for more information if appropriate

## Staff do NOT make non-essential calls on mobile phones or landlines.

## If the fire alarm is activated, staff and children remain in their designated area and await further instructions from emergency services, unless the fire is in their area. In which case, we will move to the next room/area, following usual fire procedures.

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

## During lockdown staff do not

## call 999 again unless there is immediate concern for their safety, the safety of others, or they feel they have critical information that must be passed on

## Following lockdown:

## Staff will cooperate with emergency services to assist in an orderly evacuation.

## Staff will ensure that they have the register and children’s details.

## Staff who have witnessed an incident will need to tell the police what they saw The police may require other individuals to remain available for questioning.

* In the event of an incident it is inevitable that parents will want to come to the setting and collect their children immediately. They will be discouraged from doing so, until the emergency services give the ‘all clear’. Staff will be always acting on the advice of the emergency services.

**Recording and reporting**

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

**Further guidance**

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

For non-emergency, call the police on 101.

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**FIRE SAFETY POLICY**

Our designated fire officers are Anna Hickson/Karen Cooley

**Policy Statement**

To maintain the safety of all children, staff and volunteers in the event of a fire.

**Procedures**

In the event of a fire,

* A whistle will be blown and all children will be led with little or no talking to the nearest safe fire exit in the main hall, exit in kitchen or front doors, depending on location of fire. No possessions will be collected on route.
* The children will walk from the building into the churchyard and assemble by the nearest bench where a register will be taken to check that every child and adult who was present that day is accounted for.
* As the register is being taken an adult will call the Fire Brigade on 999. We will then call parents to come and collect their child.
* We will wait for the fire brigade to arrive, put the fire out and do a thorough assessment of the building.

This procedure is included as part of the induction process with all new members of staff or voluntary workers. Fire doors are clearly marked, never obstructed and easily opened from inside. Smoke detectors/alarms and fire- fighting appliances, conforming to BS/EN standards, are fitted.

Fire Drills take place in order to familiarise the children and staff with this procedure. We have regular evacuation practices for the children and staff at least once each half term. Written records are kept of fire drills and of the servicing of fire safety equipment are kept by the village hall committee

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

Regulatory Reform (Fire Safety) Order 2005)

Electricity at Work Regulations (1989)

**Further guidance**

Fire Safety Record (Early Years Alliance 2019)

Fire Safety Risk Assessment: Educational Premises [www.communities.gov.uk/publications/fire/firesafetyrisk6](http://www.communities.gov.uk/publications/fire/firesafetyrisk6)

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**FOOD SAFETY AND NUTRITION POLICY**

**(Food and Drink Policy)**

**Policy statement.**

Our setting is a suitable, clean, and safe place for children to be cared for, where they can grow and learn. We meet all statutory requirements for food safety and fulfil the criteria for meeting the relevant Early Years Foundation Stage Safeguarding and Welfare requirements. Flamstead Preschool regards snack and meal times as an important part of the Preschool's session. Eating represents a social time for children and adults and it helps children to learn about healthy eating. We talk to children about nutritious food and carry out healthy eating activities with the children as well as meeting all individual dietary needs at our snack times.

**Procedure**

Before a child starts to attend the Preschool, parents are asked to share information about their children's particular dietary needs on the registration form and with their child’s key person if any of this information changes.

We ensure that all staff and volunteers are fully aware of all the children’s individual requirements and that children only receive food and drink that is consistent with their dietary needs and their parent’s wishes. Any allergies are recorded and kept in a file in the snack cupboard for quick reference.

We are aware of the dietary rules of any religious groups to which children and their families belong and ensure that these practises are accounted for when planning food and drink.

Staff who prepare and handle food understand basic food hygiene – additionally, we do not prepare high risk food on the premises. Adults do not carry hot drinks through the play areas and do not place hot drinks within reach of children.

We will notify Ofsted (0300 123 3155) of any food poisoning affecting two or more children on the premises. This notification must be made as soon as possible, but in any event within 14 days of the incident. Ofsted can be also be contacted via an online reporting form ofstedonline.ofsted.gov.uk

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 their diet or allergy.

* We make snack times social occasions and use this time to help children develop independence. We help the children make choices about what they eat or drink. The children enjoy serving food and drink and feeding themselves and we make sure that any utensils used are appropriate for the ages and stages of development. Children are seated at all times and do not walk whilst eating or drinking. We provide nutritionally sound snacks which promote health and reduce the risk of obesity and heart disease that may begin in childhood. We follow dietary guidelines to promote health, this also means taking account of guidelines to reduce risk of disease caused by unhealthy eating.

We have fresh drinking water available at all times. The children know that they can ask for water at any time during the session and this is in sight and reach of the children as well as their own individual water bottles.

Children are not allowed to share or swap food from their lunch boxes, in order to protect children with food allergies. We have a strict no nut policy at Flamstead Preschool and remind parents of this, so no nut produce is brought in with children’s packed lunches.

For children who drink milk, we provide whole milk and semi-skimmed milk.

Parents must not send in bottles containing pre-boiled and cooled water ready for formula to be added. They should instead send in empty, sterilised bottles in accordance with current NHS guidance on the preparation of formula milk.

Our kitchen procedure is followed for general hygiene and safety in food preparation areas.

* Foods provided by the setting for children have any allergenic ingredients identified and shown to parents if this is for a cooking activity/celebration or other event.
* Care is taken to ensure that children with food allergies do not have contact with food products that they are allergic to.
* Risk assessments are conducted for each individual child who has a food allergy or specific dietary requirement.

**Legal references**

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

Food Information Regulations 2014

The Childcare Act 2006

**Further guidance**

*Safer Food Better Business* for Caterers (Food Standards Agency) https://www.food.gov.uk/business-guidance/safer-food-better-business-for-caterers

**Food preparation, storage and purchase**

**General**

* All staff have up to date certificated training on food safety as part of their Health and Safety Training provided by the Safer Food Group.
* The setting manager is responsible for ensuring that the requirements in Safer Food Better Business are implemented.
* The setting manager is responsible for overseeing the work of all food handlers to ensure hygiene and allergy procedures are complied with.
* The setting maintains a Food Allergy and Dietary Needs folder with:
* a list of all children with known food allergies or dietary needs updated at least once a term (the personal/medical details about the allergy or dietary needs remain in the child’s file on the registration form. This is clearly displayed for all staff and the risk assessment shared with all staff.
* A record of any medication administered.
* a copy of the Food Allergy Online Training CPD certificate for each member of staff that has undertaken the training
* The setting manager is responsible for informing the trustees who then reports to Ofsted any food poisoning affecting two or more children looked after on the premises. Notification will be made as soon as possible and within 14 days of the incident.

**Purchasing and storing food**

* Food is purchased from reputable suppliers. Our setting only purchases foods such as fruit/crackers for snack times. Allergen information regarding ingredients in food bought for food tasting activities will be shared with parents and permission sought before consumption.
* Parents are requested not to bring food that contains nuts. Staff check packets to make sure of this.
* Dried packaged food is not decanted from packaging into large bins or containers as this prevents monitoring of sell by/use by dates and allergen information.
* Food is regularly checked for sell by/use by dates and any expired items are discarded.
* Bottles and jars are cleaned before returning to the cupboards.
* A Fridge thermometer is in place. Set at 37degrees Celsius. Temperatures are checked and recorded daily to ensure correct temperatures are being maintained.
* Fruit and vegetables stored in the fridge are washed thoroughly before refrigeration to reduce risk of pests and E.coli contamination.
* Staff’s own food or drink is kept in separate designated area of the fridge.
* Items in fridges are regularly checked to ensure they are not past use by dates.

**Preparation of food**

* Staff check the content of food/packets to ensure they do not contain allergens.
* Food handlers wash hands and cover any cuts or abrasions before handling food.
* All vegetables and fruit are washed before preparing.
* Where a microwave is used, food is cooked according to manufacturer’s instructions. Generally, it is not used to heat children’s food and never used to heat babies’ bottles.
* Microwaved food is left to stand for a few minutes before serving.
* A food probe is used to check temperature of food, including where heated in a microwave; it is checked in a number of places to avoid ‘hot spots’.

**Serving Food**

Staff risk assess the likelihood of children with dietary restrictions accessing the food of other children and take appropriate action to prevent this from happening. Children are not allowed to share food from their lunch boxes. Snack and Lunch times are well supervised by staff to ensure children do not share food from their lunch boxes as well as managing children with allergies and to ensure young babies are fully supervised. Staff ensure children do not feel singled out if they have an allergy or food preference.

* Tables are cleaned before and after, with soapy water or a suitable non-bleach product.

**E.coli prevention**

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

[www.food.gov.uk/business-industry/guidancenotes/hygguid/ecoliguide#.U7FCVGlOWdI](https://preschoolla.sharepoint.com/sites/COMM/Shared%20Documents/Pubs/Pubs%20Print%20Promo/Pub%20Drafts/A026%20Policies%20%26%20Procedures%20for%20the%20EYFS%202021/A026%20FINAL/www.food.gov.uk/business-industry/guidancenotes/hygguid/ecoliguide#.U7FCVGlOWdI)

**Further guidance**

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

Example Menus for Early Years Settings in England (PHE 2017) [www.gov.uk/government/publications/example-menus-for-early-years-settings-in-england](http://www.gov.uk/government/publications/example-menus-for-early-years-settings-in-england)

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

Allergen information for loose foods (Food Standards Agency 2017) [www.food.gov.uk/sites/default/files/media/document/loosefoodsleaflet.pdf](http://www.food.gov.uk/sites/default/files/media/document/loosefoodsleaflet.pdfn)

Campylobacter (Food Standards Agency) [www.food.gov.uk/news-updates/campaigns/campylobacter/fsw-2014](http://www.food.gov.uk/news-updates/campaigns/campylobacter/fsw-2014)

**Food for play and cooking activities**

Some parents and staff may have strong views about food being used for play. Flamstead Pre-School staff are sensitive to these issues. For example, children who are Muslim, Jewish, Rastafarian, or who are vegetarian, are not given any food to play with that contains animal products (Gelatine). Parents’ views are sought on this. Food for play may include dough, cornflour, pasta, rice, food colourings/flavourings. Foods are risk assessed for children who have specific allergies and are alert to potential choking hazards.

* Jelly (including jelly cubes) is not used for play.
* Dried food that is used for play is discarded daily.
* Foods that are cooked and used for play, such as dough, have a limited shelf life. During the Covid-19 pandemic, foods such as those used for playdough will be discarded daily.
* Cornflour is always mixed with water before given for play.

. Utensils used for play food are washed thoroughly after use and kept separate from cooking utensils.

**Children’s cooking activities**

* Before undertaking any cooking activity with children, members of staff will check for allergies and intolerances by checking children’s records.
* Children are taught basic hygiene skills such as the need to wash hands thoroughly before handling food, and again after going to the toilet, blowing their nose or coughing.
* The area to be used for cooking is cleaned beforehand
* Children wear aprons that are used just for cooking.
* Utensils provided are for children to use only when cooking, including chopping/rolling boards, bowls, wooden spoons, jugs, and are stored in the kitchen.
* Members of staff encourage children to handle food in a hygienic manner.
* Food ready for cooking or cooling is not left uncovered.
* Cooked food to go home is put in a paper food bag and refrigerated until home time.
* Food play activities are suspended during outbreaks of illness ( such as covid-19)

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**HEALTH POLICY**

**Aim**

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

**Objectives**

We promote health through:

* ensuring emergency and first aid treatment is given where necessary
* ensuring that medicine necessary to maintain health is given correctly and in accordance with legal requirements
* identifying allergies and preventing contact with the allergenic substance
* promoting health through taking necessary steps to prevent the spread of infection and taking appropriate action when children are ill
* promoting healthy lifestyle choices through diet and exercise
* promoting oral health routines and providing healthy eating activities that support this
* have a robust outbreak management plan for illness such as Covid-19 as per DfE and World Health Organisation (WHO) guidance

**Legal references**

Medicines Act (1968)

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)

Control of Substances Hazardous to Health (COSHH) Regulations (2002)

Health and Safety (First Aid) Regulations 1981

Food Information Regulations 2014

**Further guidance**

Accident Record (Early Years Alliance 2019)

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**FIRST AID & MEDICATIONS AND**

**ACCIDENTS & EMERGENCY TREATMENT POLICY**

**Person responsible for checking and stocking first aid box:** *[Anna Hickson, Karen Cooley).*

**Policy Statement**

Flamstead Preschool continually manages risk to reduce accidents amongst children, staff and visitors to the setting, but we do recognise that accidents can happen. We will record and report any accidents as necessary to maintain safety of all at Preschool.

**Procedure**

Our Accident Book is kept safely and is easily accessible. All staff and volunteers know where it is kept and how to complete it. It is reviewed at least half termly to identify any potential or actual hazards. We record any accidents or injuries and any first aid treatment given.

The setting provides care for children and promotes health by ensuring emergency and first aid treatment is given as required. (There are also procedures for managing food allergies in Food safety and nutrition).

* Parent’s consent to emergency medical treatment consent on registration.
* At least one person who has a current paediatric first aid (PFS) certificate is on the premises and available at all times when children are present, and staff regularly update their training; First Aid certificates are renewed at least every three years.
* All members of staff know the location of First Aid boxes, the contents of which are in line with St John’s Ambulance recommendations as follows:
* 20 individually wrapped sterile plasters (assorted sizes)
* 2 sterile eye pads
* 4 individually wrapped triangular bandages (preferably sterile)
* 6 safety pins
* 2 large, individually wrapped, sterile, un-medicated wound dressings
* 6 medium, individually wrapped, sterile, un-medicated wound dressings
* a pair of disposable gloves
* adhesive tape
* a plastic face shield (optional)
* Vinyl single use gloves are also kept near to (not in) the box, as well as a thermometer.
* There is a named person in the setting who is responsible for checking and replenishing the First Aid Box contents. (Anna Hickson/Karen Cooley)
* For minor injuries and accidents, First Aid treatment is given by a qualified first aider; the event is recorded in the setting’s Accident Record book. Parents may have a photo-copy of the accident form on request.
* In the event of minor injuries or accidents, parents are normally informed when they collect their child, unless the child is unduly upset or members of staff have any concerns about the injury. In which case they will contact the parent for clarification of what they would like to do, i.e. collect the child or take them home and seek further advice from NHS 111.

**Serious accidents or injuries**

* An ambulance is called for children requiring emergency treatment.
* First aid is given until the ambulance arrives on scene. If at any point it is suspected that the child has died, Death of a child on site procedure is implemented and the police are called immediately.
* The registration form is taken to the hospital with the child.
* Parents or carers are contacted and informed of what has happened and where their child is being taken to.
* The setting manager arranges for transport to take the child and carer when needed to hospital for further checks, if deemed to be necessary.

**Recording and reporting**

* In the event of a serious accident, injury, or serious illness, the designated person notifies the designated officer using Confidential safeguarding incident report form as soon as possible.
* The setting’s line manager is consulted before a RIDDOR report is filed.
* If required, a RIDDOR form is completed; one copy is sent to the parent, one for the child’s file and one for the local authority Health and Safety Officer. We meet our legal requirements for the safety of our employees by complying with RIDDOR (*The Reporting of Injury, Disease & Dangerous Occurrences Regulation*) and we report any accident to a member of staff requiring treatment by a GP or hospital; or any dangerous occurrences (where an event does not cause an accident but could have done) to the local office of the Health and Safety Executive at http://www.hse.gov.uk/riddor/report.htm. To report the work-related death of a member of staff call the HSE Duty Officer on 0151 922 9235.
* Any accident or injury that requires GP or hospital treatment to a child, parent, volunteer or visitor is reported to the local office of the Health and Safety Executive online at http://www.hse.gov.uk/riddor/report.htm.
* The trustees are notified by the setting manager of any serious accident or injury to, or serious illness of, or the death of, any child whilst in their care in order to be able to notify Ofsted and any advice given will be acted upon. The contact for this is 0300 123 3155 (8.00-6.00 Mon- Fri). Notification to Ofsted is made as soon as is reasonably practicable and always within 14 days of the incident occurring. Ofsted can also be contacted via an online reporting form ofstedonline.ofsted.gov.uk The designated person will, after consultation with the trustees, inform local child protection agencies of these events.

**Further guidance**

Accident Record (Early Years Alliance 2019)

**Administration of medicine**

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

Senior members of staff are responsible for administering medication to children; ensuring consent forms are completed, medicines stored correctly and records kept.

If a child has not been given a prescription medicine before, especially a baby/child under two, we ask that parents keep them at home for 48 hours to ensure there are no adverse effects, and to give it time to take effect. The setting manager checks the insurance policy document to be clear about what conditions must be reported to the insurance provider.

**Consent for administering medication**

A record of consent to administer medication is in the red filing cabinet and in a clearly labelled drawer. Staff are all shown this on their induction and shown how to complete it.

* Only a person with parental responsibility (PR), or a foster carer may give consent. A childminder, grandparent, parent’s partner who does not have PR, cannot give consent.
* When bringing in medicine, the parent informs a senior member of staff. The setting manager will also need to be informed. Staff receiving medication will be first aid qualified.
* Staff who receive the medication, check it is in date and prescribed specifically for the current condition. It must be in the original container (not decanted into a separate bottle). It must be labelled with the child’s name and original pharmacist’s label.
* Medication dispensed by a hospital pharmacy will not have the child’s details on the label but should have a dispensing label. Staff will check with parents and record the circumstance of the events and hospital instructions as relayed to them by the parents.
* Members of staff who receive the medication ask the parent to sign a consent form in the administering of medicines book stating the following information. No medication is given without these details:
* full name of child and date of birth
* name of medication and strength
* who prescribed it
* dosage to be given
* how the medication should be stored and expiry date
* a note of any possible side effects that may be expected
* signature and printed name of parent and date

**Storage of medicines**

All medicines are stored safely. Refrigerated medication is stored separately in clear bag and clearly labelled in the kitchen fridge. All staff must be informed of this.

* All staff members are responsible for ensuring medicine is handed back at the end of the day to the parent.
* For some conditions, medication for an individual child may be kept at the setting. In these circumstances a Healthcare plan form will be completed (see below) staff check regularly that it is still in date and return any out-of-date medication to the parent.
* Parents do not access where medication is stored, to reduce the possibility of a mix-up with medication for another child, or staff not knowing there has been a change.

**Record of administering medicines**

A record of medicines administered is in the red filing cabinet and in a clearly labelled drawer. Staff are all shown this on their induction and shown how to complete it.

The medicine record book records:

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

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

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

**Children with long term medical conditions requiring ongoing medication**

* A Risk assessment is carried out for children that require ongoing medication. This is the responsibility of the setting manager and key person. Other medical or social care professionals may be involved in the risk assessment.
* Parents contribute to risk assessment. They are shown around the setting, understand routines and activities and discuss any risk factor for their child.
* For some medical conditions, key staff will undertake basic training to understand it and know how medication is administered. Training needs is part of the risk assessment.
* Risk assessment includes any activity that may give cause for concern regarding an individual child’s health needs.
* Risk assessment also includes arrangements for medicines on outings; advice from the child’s GP’s is sought if necessary, where there are concerns.
* An Health care plan form (below) is completed fully with the parent; outlining the key person’s role and what information is shared with other staff who care for the child.
* The plan is reviewed every six months (more if needed). This includes reviewing the medication, for example, changes to the medication or the dosage, any side effects noted etc.

**Managing medicines on trips and outings**

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

**Staff taking medication**

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

**Further guidance**

Medication Administration Record (Early Years Alliance 2019)

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**Health care plan**

|  |  |
| --- | --- |
| **Name of Child** |  |
| **Date of Birth** |  |
| **Child’s address** |  |
| **Contact information for family or main carers** |
| **1.Name** |  |
| **Relationship to child** |  |
| **Contact numbers** |  |
| **2. Name** |  |
| **Relationship to child** |  |
| **Contact numbers** |  |
| **Medical diagnosis, condition or allergy** |
| **Clinic or Hospital contact** |
| Name |  |
| Phone no. |  |
| **GP/Doctor** |
| Name |  |
| Phone No. |  |

|  |
| --- |
| **Describe medical needs and give details of symptoms** |
|  |
| **Risk assessment completed?****If no, please state why?****If yes please include details here****Date completed:** |
| **Daily care requirements e.g. before meals/going outdoors** |
|  |
| **Describe what constitutes an emergency for the child and what actions are to be taken if this occurs** |
| **Name/s of staff responsible for an emergency situation with this child** |

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

|  |  |  |
| --- | --- | --- |
| Parent’s name | Signature | Date |
| Key person’s name | Signature | Date |
| Setting Manager’s name | Signature | Date |

For children requiring lifesaving or invasive medication and/or care, for example, Epipens, approval must be received from the child’s GP/consultant, as follows:

I have read the information in this Individual Health Plan and have found it to be accurate.

|  |  |  |  |
| --- | --- | --- | --- |
| Name of GP/consultant: |  | Date: |  |
| Signature: |  |

**Review completed (at least every six months)**

|  |  |  |
| --- | --- | --- |
| Parent’s name | Signature | Date |
| Key person’s name | Signature | Date |
| Setting manager’s name | Signature | Date |

**Copies circulated to:**

Parents

Child’s personal records (with registration form)

GP/Consultant – if required

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**LIFE-SAVING MEDICATION & INVASIVE TREATMENTS POLICY**

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

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

**Record keeping**

For a child who requires invasive treatment the following is in place from the outset: Additional training may need undertaking by staff.

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

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

**Physiotherapy**

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

**Safeguarding/child protection**

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

**Treatments such as inhalers or Epi-pens are to be immediately accessible in an emergency.**

If any child requires emergency treatments, these will be kept securely in our fire evacuation bag on the stage in the main room, this ensures immediate access in the case of an emergency.

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 **ALLERGIES & FOOD INTOLERANCE POLICY**

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

* If a child has an allergy or food intolerance, the Generic risk assessment form is completed with the identified risk recorded. For example, nuts, eggs, bee stings, etc . The level of risk, taking into consideration the likelihood of the child coming into contact with the allergen will be recorded, along with the control measures we have put in place to prevent contact with the allergen. This is reviewed regularly.
* A **Health care plan form** is also completed with:
* the nature of the reaction e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
* managing allergic reactions, medication used and method (e.g. Epipen)
* The child’s care plan and risk assessment is added to the allergy folder located in the kitchen cupboard.
* Parents show staff how to administer medication in the event of an allergic reaction.
* Parents are made aware that we are a no nut setting on registration.

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**SICK CHILD POLICY**

* At Flamstead Preschool we are alert to children becoming unwell. If a child appears unwell during the day, for example, has a raised temperature, sickness, diarrhoea or pains, particularly in the head or stomach, then the manager will contact the parents to ask them to collect their child or send a known carer to collect on their behalf. In the case where covid-19 is suspected, the child will be moved to separate room and remain with a staff member before collection (covid 19 policy).
* If a child has a raised temperature, they are kept cool by removing top clothing, sponging their heads with cool water and kept away from draughts.
* A child’s temperature is taken and checked regularly, a disposable thermometer or head thermometer.
* If a baby’s temperature does not go down, and is worryingly high, then Calpol may be given after gaining verbal consent from the parents. This is to reduce the risk of febrile convulsions, particularly for babies under 2 years old. Parents will be asked to sign the medication record when they collect their child.
* In an emergency, an ambulance will be called and the parents are informed.
* Parents are advised to seek medical advice before returning their child to the setting; we may refuse admittance to children who have a raised temperature, sickness and diarrhoea or a contagious infection or disease.
* Where children have been prescribed antibiotics for an infectious illness or complaint, parents are asked to keep them at home for 48 hours.
* After diarrhoea or vomiting, parents are asked to keep children home for 48 hours following the last episode.
* Some activities such as sand and water play and self-serve snack, will be suspended for the duration of any outbreak of contagious disease.
* The setting has information about excludable diseases and exclusion times. This is displayed on the toy cupboard door,
* The setting manager will notify the committee chair if there is an outbreak of an infection (affecting more than 3-4 children) and keeps a record of the numbers and duration of each event. We will report notifiable diseases to Public Health England (PHE) and Ofsted in the event of an outbreak.
* If staff suspect that a child who falls ill whilst in their care is suffering from a serious disease that may have been contracted abroad, such as Ebola, immediate medical assessment will be required. The setting manager or deputy calls NHS111 and informs parents.

**HIV/AIDS procedure**

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

* Single use vinyl gloves and aprons are worn when changing children’s nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
* Gloves are used for cleaning/sluicing clothing after changing.
* Soiled clothing is rinsed and bagged for parents to collect.
* Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution; cloths used are disposed of with nappy waste.
* Tables and other furniture or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.
* Baby mouthing toys are kept clean and plastic toys cleaned in sterilising solution regularly.

**Nits and head lice**

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

**\*\*Paracetamol based medicines (e.g. Calpol)**

We may not agree to the use of paracetamol-based medicine in all cases. We cannot take bottles of non-prescription medicine from parents to hold on a ‘just in case’ basis, unless there is an immediate reason for doing so. However, parents must sign to say that they agree to the setting administering paracetamol-based medicine in the case of high temperature, on the basis that they are on their way to collect. Such medicine will never be used to reduce temperature so that a child can stay in the care of the setting for a normal day.

*(Whilst we use brand name Calpol , there are other products which are paracetamol or Ibuprofen based pain and fever relief such as Nurofen for children over 3 months).*

**Further guidance**

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

Medication Administration Record (Early Years Alliance 2019)

Guidance on infection control in schools and other childcare settings (Public Health Agency) <https://www.publichealth.hscni.net/sites/default/files/Guidance_on_infection_control_in%20schools_poster.pdf>

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**ORAL HEALTH POLICY**

Flamstead Pre-school promotes oral health and hygiene procedures and encourages healthy eating through healthy snacks. We encourage the children to take part in tooth brushing through play bases activities.

* Milk and water are served with morning snack and fresh drinking water is available at all times and is easily accessible. No sugary drinks are provided.
* In partnership with parents, babies are introduced to an open free-flowing cup from 12 months and are discouraged from using a bottle.
* Children are offered healthy nutritious snacks with no added sugar.
* Parents are discouraged from sending in confectionary as a snack or treat.
* Oral hygiene activities are included in planning at least every three months.

**Dummies**

* Parents are *advised* to stop using dummies/pacifiers once their child is 12 months old.
* Dummies that are damaged are disposed of and parents are told that this has happened.
* Children are not allowed to wander around with dummies and are encouraged to use these in the quiet area whilst sitting down. Dummies are used for sleeping babies in partnership with parents. Some of our children are comforted by dummies/ comforters in the afternoon session, particularly if they are staying for a full days sessions, and we encourage these children to use them in the quiet area whilst having rest/quiet time.

**Further guidance**

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

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**PROMOTING INCLUSION, EQUALITY & VALUNG DIVERSITY POLICY**

**Aim/Policy statement**

Our provision is committed to providing an equality of opportunity for all children and their families. We provide an environment in which all children can flourish and all contributions are valued. We actively promote inclusion, equality of opportunity and the value diversity.

**Procedure**

We work hard to ensure our children are exposed to a wide range of cultures and communities. We provide positive non-stereotyping information about different ethnic groups and people with disabilities. We have regard for the Equality Act 2010 and we ensure inclusion is paramount when planning our activities here at our Preschool.

**Admissions**

Flamstead Pre-school is open to all members of the community, regardless of background and we advertise our setting widely in a clear and inclusive way ( See Admissions Policy).

We will never discriminate against a child with a disability ( see SEN/Disability Policy).

**Objectives**

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

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

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

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

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

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

* Developing good practice and a **curriculum** that includes:
* Developing an environment which reflects a range of factors and influences that provides opportunities for exploring and celebrating difference, and ensuring that barriers to inclusion are identified, removed or minimised wherever possible.
* Understanding, supporting and promoting the importance of identity for all children and recognising that this can be shaped by a range of factors, including British values, race/ethnicity and culture, gender, difference of ability, social class, language, religion and belief, and family form and lifestyle, which combine uniquely in the identity of each individual; for example, we welcome and promote bi/multilingualism, and the use of alternative communication formats such as sign language, and we promote gender equality while at the same time recognising the differences in play preferences and development of both girls and boys.
* Make children feel good about themselves by promoting a welcoming atmosphere that genuinely appreciate British values, different cultural and personal perspectives, without stereotyping and prejudicing cultures and traditions on raising children, by always involving parents. We provide a range of toys from various cultures to ensure all of the children feel comfortable in their surroundings with things that are familiar to them.
* Addressing discrimination as it occurs from children in a sensitive, age-appropriate manner to ensure that everyone involved understands the situation and are offered reassurance and support to achieve resolution.
* Helping children to understand that discriminatory behaviour and remarks are unacceptable. By challenging discriminatory behaviour from parents, staff or outside agencies or individuals that affect the well-being of children and the early years community.
* Creating an ethos within which staff work confidently within a culturally complex environment; learning when to change or adapt practice in the setting and having the confidence to challenge practice (including parental) that is not in the child’s best interest, seeking support and intervention from agencies where appropriate.
* Ensuring that practitioners work closely with the Special Educational Needs Coordinator to make sure that the additional needs of all children are identified and met.
* We are aware of anti-discriminatory legislation and support parents and children against discrimination in the local community, for example, against asylum seekers, the travelling community and same sex parents.
* We welcome the diversity of family life and work with all families. Our Show and Tell sessions are a good way to encourage children to share stories of their everyday life with their friends at Preschool.
* For families who have a first language other than English, we value the

contribution their culture and language offer. We work in partnership with parents and carers to ensure the medical, cultural and dietary needs of their children are met. We also help children to learn about a range of food, cultural approaches to mealtimes and eating and to respect the differences among them.

* We offer a flexible payment system for families of differing means.
* Flamstead Preschool encourages all families to contribute and take part in the life of the Preschool. We believe this can only enrich your child's experiences with us. We hold regular committee meetings so those who wish to, can become involved in the running of the Preschool.

**Employment & Training**

* 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 Criminal Records Bureau. 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. All staff are offered positions with a three months probationary period.
* 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.

**Legal references**

General Data Protection Regulation 2018

Children and Families Act 2014 Part 3

Special Educational Needs and Disability Code of Practice 2014

Disability Equality Duty 2011

Equality Act 2010

Prevent Strategy 2015

**Further guidance**

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

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**SAFEGUARDING CHILDREN, YOUNG PEOPLE AND VULNERABLE ADULTS PROCEDURES**

**DEATH OF A CHILD ONSITE**

**Identifying**

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

**Informing**

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

**Responding**

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

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**VISITOR OR INTRUDER ON THE PREMISES PRODECURE**

The safety and security of the premises is maintained at all time and staff are vigilant in areas that pose a risk, such as shared premises. Generally, a visitor will have made a prior appointment

* On arrival, they are asked to verify their identity and confirm who they are visiting
* Staff will ask them to sign in in the visitors book and staff explain the procedures for the use of mobile phones and emergency evacuation.
* Visitors (including visiting VIPs) are never left alone with the children at any time.
* Visitors to the setting are monitored and asked to leave immediately should their behaviour give cause for concern.

**Intruder**

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

* If the person has no business in the setting they will be asked for their name and purpose for being there.
* The staff member identifies any risk posed by the intruder and manager informed who will then assess if action needs to be taken to safeguard children.
* If there are concerns for the safety of children, staff evacuate them to a safe place in the building (Back room of kitchen area) and contact police. In some circumstance this could lead to ‘lock-down’ of the setting and will be managed by the responding emergency service (see procedure Terrorist threat/attack and lock-down).
* The designated person informs their designated officer of the situation at the first opportunity.
* In the case of a serious breach where there was a perceived or actual threat to the safety of the children, the manager/designated person completes Confidential safeguarding incident report form and copies in committee chair (Emilie Griffin) on the day of the incident. The trustees ensure a robust organisational response and ensure that learning is shared.

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**SAFEGUARDING CHILDREN, YOUNG PEOPLE AND VULNERABLE ADULTS PROCEDURES**

**LOOKED AFTER CHILDREN**

**Identification.**

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

Services provided to Looked After Children

**Under two-year-olds**

* Places will not normally be provided for babies and under two-year-olds who are in public care. However, we can offer services that enable a child to play/engage with other children while the carer stays. Where the child is already in attendance and has a secure attachment with an existing key person a continuation of the existing place will be offered.

**Two-year-olds**

* Places will be offered to two-year-old children who are looked after and where the child is already in attendance and has a secure attachment with an existing key person a continuation of the existing place will be offered.

**Three- and four-year-olds**

* Places will be offered for funded three- and four-year -olds who are looked after. If a child who attends a setting is taken into care and is cared for by a local carer the place will continue to be made available to the child.

**Additional Support**

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

**CARE PLAN FOR LOOKED AFTER CHILDREN**

This form must be used alongside the individual child’s registration form which contains further details.

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of child** |  | **Date of birth:** |  |
| **Child’s address** |  |
| **Contact information for main carers** |
| 1. Name |  |
| Relationship to child |  |
| Phone numbers |  |
| 2. Name |  |
| Relationship to child |  |
| Phone numbers |  |
| **Any additional healthcare needs** (give details and complete 04.2a Health care plan form, if required) |
| **Social Care/Social Worker** |
| Name |  |
| Phone no. |  |
| **GP/Doctor** |
| Name |  |
| Phone No. |  |
| **Details of professionals meeting convened at start of placement** (include date of meeting, names of agencies/professionals attending and any special considerations for the child) |
|  |
| **Risk assessment required?** | **Yes or No** |
| If yes, include details here, including date completed: |
|  |
| **Daily care requirements** e.g. before meals/going outdoors |
|  |
| **Describe what constitutes an emergency for the child and what actions are to be taken if this occurs** |
|  |
| **Name(s) of staff responsible for an emergency situation with this child** |
|  |

**The child’s carer and key person must sign below to indicate that the information in this plan is accurate and the carer agrees for any relevant procedures to be followed.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Carer’s name |  | Signature |  | Date |  |
| Key person’s name |  | Signature |  | Date |  |
| Setting manager’s name |  | Signature |  | Date |  |

**Review completed (at 2 weeks, 6 weeks, 3 months onwards)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Carer’s name |  | Signature |  | Date |  |
| Key person’s name |  | Signature |  | Date |  |
| Setting manager’s name |  | Signature |  | Date |  |

**Copies circulated to:**

Carers

Other agencies/professionals

Child’s personal records (with registration form)

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**KEY PERSON SUPERVISION POLICY**

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

**Structure**

* Supervision meetings are held every term for key persons and more regularly when it has been identified that practitioners may need more support. This includes part time staff and volunteers. These are carried out by the manager/deputy. These are carried out in a private area. Staff are given a supervision form prior to the meeting to allow them to prepare any questions in advance or for subjects they wish to talk about.

**Content**

 Supervision meetings will always include a discussion about:

* the development and well-being of key children and offer staff opportunities to raise concerns in relation to any child attending. Safeguarding concerns will always reported to the designated person immediately and not delayed until a scheduled supervision meeting
* A discussion about the progress a child is making and areas that may need addressing to promote outcomes for each child.
* coaching to improve professional effectiveness based on a review of observed practice/teaching targets put in place to support these
* reviewing plans and agreements from previous supervisions including any identified learning needs for the member of staff
* During supervision staff can discuss any concerns they have about inappropriate behaviour displayed by colleagues, but must never delay until a scheduled supervision to raise concerns.
* Staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children that have occurred during their employment. New information is referred immediately to the designated officer. Any staff members that are on the update service will have their disclosure re-checked.

**Recording**

* Key person supervision discussions are recorded and is retained by the supervisor and a copy provided to the key person.
* The key person and supervisor must sign and date the minutes of supervision and disagreements over recorded content must be recorded in writing.
* Each member of staff has a supervision file that is stored securely at all times.
* Additional safeguarding or welfare decisions made in relation to a child during supervision are recorded.

**Checking continuing suitability**

* Supervisors check with staff if there is any new information pertaining to their suitability to work with children. This will be recorded on the supervision meeting record.

Exceptional Circumstances

Where exceptional circumstances prevent staff from conducting supervision as outlined in this procedure, the committee chair is informed in writing. Appropriate actions are agreed to ensure that we meet our obligations within the EYFS.

**Further guidance**

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

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

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**RECORD KEEPING POLICY**

**Aim**

We have record keeping systems in place for the safe and efficient management of the setting and to meet the needs of the children; that meet legal requirements for the storing and sharing of information within the framework of the Data Protection Act (2018) and the General Data Protection Regulations (GDPR) and the Human Rights Act.

**Objectives**

Children’s records are kept in personal files, divided into appropriate sections, and stored separately from their developmental records.

Children’s personal files contain other material described as confidential as required, such as Common Assessment Framework assessments, Early Support information or Education, Health and Care Plan (EHCP, case notes including recording of concerns, discussions with parents, and action taken, copies of correspondence and reports from other agencies. Ethnicity data is only recorded where parents have identified the ethnicity of their child themselves.

Confidentiality is maintained by secure storage of files in a locked cabinet with access restricted to those who need to know.

Staff at Flamstead Pre-school know how and when to share information effectively if they believe a family may require a particular service to achieve positive outcomes and know how to share information if they believe a child is in need or at risk of suffering harm. A record will be made of when and to whom information has been shared, why information was shared and whether consent was given. Where consent has not been given, and staff have taken the decision in line with guidelines of the Data Protection Act (2018) and General Data Protection Regulations (GDPR), to override the refusal for consent, the decision to do so is recorded. Staff are provided with training and support that specifically covers the sharing of information between professions, organisations, and agencies.

**Records**

The following information and documentation are also held:

Our certificate of registration is displayed on the notice board and a list of any person who is regularly in unsupervised/supervised contact with children is recorded. Names and addresses of all staff/ volunteers and students are also kept. A complaints book is kept and a daily record of all children looked after on the premises, their hours of attendance and their named key person.

**Legal references**

General Data Protection Regulation 2018

Freedom of Information Act 2000

Human Rights Act 1998

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

Data Protection Act 2018

**Further guidance**

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

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**CHILDRENS RECORDS AND DATA PROTECTION POLICY**

During the Covid-19 outbreak we keep additional records as part of outbreak management. A central record of all confirmed cases of Covid-19 that affect any member of staff or service user is held. This record does not contain personal details about the individual (unless a member of staff).

A record is kept of individual cases of children/families who are self-isolating due to symptoms. In all cases data protection are maintained.

Personal data shall be:

*This will be collected for legitimate and relevant purposes and only for these purposes needed. These will be accurate, and where necessary, kept up to date. This will be recorded kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed . Our setting will ensure appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage and* in line with the General Data Protection Regulations (2018)

**General safeguarding recording principles**

All relevant records linked to safeguarding and individual children’s welfare are accurately recorded and these are made as soon as possible after the event. This is recorded to a good standard and clear enough to enable someone other than the person who wrote it, to fully understand what is being described. This is fair and accurate as we are aware that this information may potentially be required in a family court to decide if children should remain with their biological parents, or be removed to live somewhere else or be accessed by Ofsted. The information is non-judgemental in tone, descriptive, relevant, and should clearly show what action has been taken to safeguard a child, and reflect decision-making relating to safeguarding. Recording is fully completed to it should show what the outcome has been, what happened to referrals, why decisions were made to share or not share information, and it should contain summaries and minutes of relevant multi-agency meetings and multi-agency communication.

* If injuries or other safeguarding concerns are being described, the description will be clear and accurate and should give specific details of the injury observed and where it is located. These injuries will be recorded on a body map,

**The principles of GDPR and effective safeguarding recording practice are upheld**

* Recording is factual and non-judgemental.
* The procedure for retaining and archiving personal data and the retention schedule and subsequent destruction of data is adhered to.
* Parents/carers are made aware of what will be recorded and in what circumstances information is shared, prior to their child starting at the setting. Parents/carers are issued with a Privacy notice and are asked to sign to give informed consent to recording and information sharing prior to their child attending the setting. There are circumstances where information is shared without consent to safeguard children. These are detailed below, but in summary, information can be shared without consent if we are unable to gain consent that places a child at risk.
* Records may be accessed by and information may be shared with local authority professionals if there are significant safeguarding or welfare concerns, information may also be shared with a family proceedings Court or the police. Practitioners are aware of information sharing processes and all families are given information to the way the setting will use, store and share information. Records are completed as soon as possible and within 5 working days as a maximum for safeguarding recording timescales.
* If a child attends more than one setting, a two-way flow of information is established between the parents/carers, and other providers. Where appropriate, comments from others (as above) are incorporated into the child’s records.

**Children’s personal files**

* Appropriate files are always used. They are stored in plastic dividing folders and put into binders to secure documents.
* The sections contained are as follows:
* personal details: registration form and consent forms.
* Copy of contract of days and times, any fee reminders or records of disputes about fees.
* SEND support requirements
* additional focussed intervention provided by the setting e.g. support for behaviour, language or development that needs an Action Plan at setting level
* records of any meetings held
* welfare and safeguarding concerns: correspondence and reports: all letters and emails to and from other agencies and confidential reports from other agencies
* Children’s personal files are kept in a filing cabinet, which is always locked when not in use.
* Correspondence in relation to a child is read, any actions noted, and filed immediately
* Access to children’s personal files is restricted to those authorised to see them and make entries in them, this being the setting manager, deputy or designated person for child protection, the child’s key person, or other staff as authorised by the setting manager.
* Children’s personal files are not handed over to anyone else to look at.
* Children’s files may be handed to Ofsted as part of an inspection or investigation; they may also be handed to local authority staff conducting a S11 audit as long as authorisation is seen.
* Confidentiality is maintained by secure storage of files in a locked cabinet with access restricted to those who need to know. Client access to records is provided for within the procedure Client access to records.
* Staff know how and when to share information effectively if they believe a family may require a particular service to achieve positive outcomes
* Staff know how to share information if they believe a child is in need or at risk of suffering harm.
* Staff record when and to whom information has been shared, why information was shared and whether consent was given. Where consent has not been given and staff have taken the decision, in line with guidelines, to override the refusal for consent, the decision to do so is recorded.
* Guidance and training for staff specifically covers the sharing of information between professions, organisations, and agencies as well as within them, and arrangements for training takes account of the value of multi-agency as well as Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers. (HMG 2018)

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**PRIVACY NOTICE**

**FLAMSTEAD PRESCHOOL**

Flamstead Preschool, Flamstead Village Hall, Church Rd, Flamstead, AL3 8BN

info@flamsteadpreschool.co.uk

07824 9980972 / 07542 109058

Data Protection Officer: Emilie Griffin (Chair)

**Introduction**

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

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

**What personal data do we collect?**

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

Personal details that we collect about your child include:

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

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

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

Personal details that we collect about you include:

* your name, home and work address, phone numbers, emergency contact details, and family details

This information will be collected from you directly in the registration form.

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

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

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

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

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

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

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

**Who we share your data with**

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

* Ofsted – during an inspection or following a complaint about [my/our] service
* banking services to process chip and pin and/or direct debit payments (as applicable)
* the Local Authority (where you claim up to 30 hours funded childcare as applicable)
* the government’s eligibility checker (as above)
* our insurance underwriter (if applicable)
* our setting software management provider (if applicable)
* the school that your child will be attending

We will also share your data if:

* We are legally required to do so, for example, by law, by a court or the Charity Commission;
* to enforce or apply the terms and conditions of your contract with us;
* to protect your child and other children; for example by sharing information with social care or the police;
* it is necessary to protect rights, property or safety
* We transfer the management of the setting, in which case we may disclose your personal data to the new chair so they may continue the service in the same way.

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

**How do we protect your data?**

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

Storing hard copy data in a secure locked cabinet at our setting

Storing electronic data in a secure password protected personal computer under the guardianship of our administrator.

**How long do we retain your data?**

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

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

**Your rights with respect to your data**

You have the right to:

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

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

**Changes to this notice**

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

**Confidentiality, recording and sharing information**

Most things that happen between the family, the child and the setting are confidential to the setting. In certain circumstances information is shared, for example, a child protection concern will be shared with other professionals including social care or the police, and settings will give information to children’s social workers who undertake Section17 or Section 47 investigations. Normally parents should give informed consent before information is shared, but in some instances, such as if this may place a child at risk, or a serious offence may have been committed, parental consent will not be sought before information is shared. Local Safeguarding Partners (LSP) procedures will be followed (Safeguarding children and vulnerable adults ) when making referrals, and advice sought if there is a lack of clarity about whether or not parental consent is needed before making a referral due to safeguarding concerns.

* Staff discuss children’s general progress and well-being together in meetings, but more sensitive information is restricted to designated persons and key persons and shared with other staff on a need-to-know basis only. Members of staff do not discuss children with staff who are not involved in the child’s care, nor with other parents or anyone else outside of the organisation, unless in a formal and lawful way.

Discussions with other professionals take place within a professional framework, not on an informal basis. Staff expect that information they share with other professionals will be shared in some form with parent/carers and other professionals, unless there is a formalised agreement to otherwise. For example, we understand that if a referral is made to children’s social care, the identity of the referring agency and some of the details of the referral is likely to be shared with the parent/carer by children’s social care.

* We understand the importance of staff explaining to parents that sometimes it is necessary to write things down in their child’s file and explain the reasons for this. When recording general information, our staff ensure that records are dated correctly and the time is included where necessary, and signed.
* Welfare/child protection concerns are recorded on the Safeguarding incident reporting form July 21. Information is clear and unambiguous (fact, not opinion), although it may include the practitioner’s thoughts on the impact on the child. All records are non-judgemental and do not reflect any biased or discriminatory attitude.
* Not everything needs to be recorded, but significant events, discussions and telephone conversations all recorded at the time that they take place and recording is proportionate and necessary. When deciding what is relevant, the things that cause concern are recorded as well as the action taken to deal with the concern. The appropriate recording format is filed within the child’s file. Information will be shared with other agencies and is done in line with these procedures.
* Where a decision is made to share information (or not), reasons are recorded. Staff may use a computer to type reports, or letters. Where this is the case, the typed document is deleted from the computer and only the hard copy is kept. An electronic copy will be downloaded onto a disc, stick, and labelled with the child’s name and stored in the child’s file. No documents are kept on a hard drive because computers do not have facilities for confidential user folders.
* The setting is registered with the Information Commissioner’s Office (ICO). Staff are expected to follow guidelines at all times issued by the ICO, at <https://ico.org.uk/for-organisations/guidance-index/>
* Additional guidance in relation to information sharing about adults is given by the Social Care Institute for Excellence, at [www.scie.org.uk/safeguarding/adults/practice/sharing-information](http://www.scie.org.uk/safeguarding/adults/practice/sharing-information)
* Staff follow guidance including Working Together to Safeguard Children (DfE 2018); Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers 2018 and What to do if you’re Worried a Child is Being Abused (HMG 2015)

**Confidentiality definition**

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

**Breach of confidentiality**

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

***Exception***

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

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

**Obtaining consent**

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

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

We will not seek consent to disclose personal information in circumstances where:

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

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

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

**Consent**

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

**Separated parents**

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

**Age for giving consent**

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

**Ways in which consent to share information include:**

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

**Further guidance**

Working Together to Safeguard Children (DfE 2018) [www.gov.uk/government/publications/working-together-to-safeguard-children--2](http://www.gov.uk/government/publications/working-together-to-safeguard-children--2)

Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (HMG 2018) [www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice](http://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice)

What to do if you’re Worried a Child is Being Abused (HMG 2015) [www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2](http://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2)

Mental Capacity Act 2005 Code of Practice (Office of the Public Guardian 2007) [www.gov.uk/government/publications/mental-capacity-act-code-of-practice](http://www.gov.uk/government/publications/mental-capacity-act-code-of-practice)

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**CLIENT ACCESS TO RECORDS**

At Flamstead Pre-School we consider that Under the General Data Protection Regulations there are additional rights granted to data subjects which must be protected by us.

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

* If a parent wishes to see the file, a written request is be required, which the setting acknowledges in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
* Information must be provided within 30 days of receipt of the request. If the request for information is not clear, the manager must receive legal guidance, from Law-Call as a member of the Alliance. In some instances it may be necessary to allow extra time in excess to the 30 days to respond to the request. An explanation must be given to the parent where this is the case. The maximum extension time is 2 months.
* A fee may be charged to the parent for additional requests for the same material, or any requests that will incur excessive administration costs.
* The setting manager (Sarah McCarthy) informs their line manager (Committee Chair, Emilie Griffin) and legal advice will be sought.
* The setting manager goes through the file with their line manager and ensures all documents are filed correctly, entries are in date order and that there are no missing pages. They note any information, entry or correspondence or other document which mentions a third party. The setting manager will always ensure that recording is of good quality, accurate, fair, balanced and proportionate and should have quality assurance processes in place to ensure that files are checked for quality regularly and that any issues are addressed promptly.
* Each individual will be written to explaining that the subject of the file has been requested when the file which contains a reference to them, stating what this is. They are asked to reply in writing to the setting manager giving or refusing consent for disclosure of that material. Copies of these letters and their replies will be kept on the child’s file.

Agencies will normally refuse consent to share information, and the parent should be redirected to those agencies for a request to see their file held by that individual agency.

* Entries where contact with another agency will remain, for example, a request for permission from social care to leave in an entry where the parent was already party to that information.
* Each family member noted on the file is a third party, so where there are separate entries pertaining to each parent, step-parent, grandparent etc, each of those have to be written to regarding third party consent.
* Members of staff should also be written to, but the setting reserves the right under the legislation to override a refusal for consent, or just delete the name and not the information.
* If the member of staff has provided information that could be considered ‘sensitive’, and the staff member may be in danger if that information is disclosed, then the refusal may be granted.
* If that information is the basis of a police investigation, then refusal may also be granted.
* If the information is not sensitive, then it is not in our setting’s interest to withhold that information from a parent. It is a requirement of the job that if a member of staff has a concern about a child and this is recorded; the parents are told this at the start and in most cases, concerns that have been recorded will have been discussed already, so there should be no surprises.
* The member of staff’s name can be removed from an entry, but the parent may recognise the writing or otherwise identify who had provided that information. In the interest of openness and transparency, the setting manager may consider overriding the refusal for consent.
* In each case this will be discussed with members of staff and decisions recorded.
* When the consent/refusals have been received, the setting manager will take a photocopy of the whole file. On the copy file the document not to be disclosed is removed (e.g. a case conference report) or notes pertaining to that individual in the contact pages blanked out using a thick marker pen.
* The copy file is then checked by the line manager and legal advisors verify that the file has been prepared appropriately, for instance, in certain circumstances redaction may be appropriate, for instance if a child may be damaged by their data being seen by their parent/carer, e.g. if they have disclosed abuse. This must be clarified with the legal adviser.
* The ‘cleaned’ copy is then photocopied again and collated for the parent to see.
* The setting manager informs the parent that the file is now ready and invites him/her to make an appointment to view it.
* The setting manager and their line manager meet with the parent to go through the file, explaining the process as well as what the content records about the child and the work that has been done. Only the persons with parental responsibility can attend that meeting, or the parent’s legal representative or interpreter.
* The parent may take a copy of the prepared file away, but it is never handed over without discussion.
* It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. Recording procedures and guidelines are always followed, so the material reflects an accurate and non-judgemental account of the work done with the family.
* If a parent feels aggrieved about any entry in the file, or the resulting outcome, then the parent will be referred to our Complaints procedure for parents and service users.
* The law requires that information held must be accurate, and if a parent says the information held is inaccurate then the parent has a right to request it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent, the setting retains the right not to change the entry but will record the parent’s view. In most cases, a parent would have had the opportunity at the time to state their side of the matter, and this will recorded there and then.
* If there are any controversial aspects of the content of a client’s file, legal advice must be sought. This might be where there is a court case between parents or where social care or the police may be considering legal action, or where a case has already completed and an appeal process is underway.
* We will never ‘under-record’ for fear of the parent seeing, or make ‘personal notes’ elsewhere.

**Further guidance**

The Information Commissioner’s Office [www.ico.gov.uk/](http://www.ico.gov.uk/) or helpline 0303 123 1113.

**Transfer of records**

Records about a child’s development and learning in the EYFS are made by the setting; to enable smooth transitions, appropriate information is shared with the receiving setting or school at transfer. Confidential records are passed on securely and are password protected.

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

* It is the designated person’s responsibility to ensure that records are transferred and closed in accordance with the archiving procedures, set out below.
* If the Local Safeguarding Partners (LSP) retention requirements are different to the setting, the designated person will liaise with their line manager, and seek legal advice if necessary.

**Development and learning records**

**At Flamstead Pre-school we follow Hertfordshire Safeguarding Partners requirements. We use the Supporting smooth Transitions toolkit and complete the transition level of need document to review criteria that identifies the child’s level of need, these being: Targeted, Personalised or Intensive .**

We prioritise contact with the school/setting of those that show higher levels of need.

* The key person prepares a summary of achievements in the prime and specific areas of learning and development
* This level of need tool refers to any additional languages spoken by the child and their progress in all languages.
* The record also refers to any additional needs that have been identified or addressed by the setting and any action plans.
* The record also refers to any special needs or disability and whether early help referrals, or child in need referrals or child protection referrals, were raised in respect of special educational needs or disability, whether there is an Action Plan (or other relevant plan, such as CIN or CP, or early help) and gives the name of the lead professional.
* The summary shared with schools should also include whether the child is in receipt of, or eligible for EYPP or other additional funding.
* The record contains a summary by the key person and a summary of the parents’ view of the child.
* The document may be accompanied by other evidence such as photos or drawings that the child has made.
* The setting will use the local authority’s (Hertfordshire County Council) assessment summary format and transition record. These documents are shared with parents/carers prior to sharing.
* These are then shared with each school and are password protected.

**Transfer of confidential safeguarding and child protection information**

* The receiving school/setting will need a record of child protection concerns raised in the setting and what was done about them. The responsibility for transfer of records lies with the ourselves, not on the receiving setting/school to make contact and request them.
* To safeguard children effectively, the receiving setting must be made aware of any current child protection concerns, preferably by telephone, prior to the transfer of written records.
* Parents will be reminded that sensitive information about their child is passed onto receiving settings where there have been safeguarding concerns and should be asked to agree to this prior to the information being shared. Settings are obliged to share data linked to “child abuse” which is defined as physical injury (non-accidental) physical and emotional neglect, ill treatment and abuse.
* Parents/carers will be asked to agree to this, however, where safeguarding concerns have reached the level of a referral being made to local children’s social work services (either due to concerns that a child may be at risk of significant harm or that a child may be in need under Section 17 of the Children Act,) if consent is withheld the information will most likely need to be shared anyway. Any decisions made to share or not share with or without consent are fully recorded.
* For any safeguarding or welfare concerns that resulted in an early help referral being made, and if consent to share is withheld, legal advice is sought prior to sharing.
* If the level of a safeguarding concern has not been such that a referral was made for early help, or to children’s social work services or police, the likelihood is that any concerns were at a very low level and if they did not meet the threshold for early help, they are unlikely to need to be shared as child abuse data with a receiving setting. However, the designated person will make decisions on a case by case basis, seeking legal advice if necessary.
* The designated person will check the quality of information to be transferred prior to transfer, ensuring that any information to be shared is accurate, relevant, balanced and proportionate. Parents can request that any factual inaccuracies are amended prior to transfer. If a parent wants to see the exact content of the safeguarding information to be transferred, they should go through the subject access request process. It is important that a child or other person is not put at risk through information being shared.
* If no referrals have been made for early help or to children’s social work services and police, there should not normally be any significant information which is unknown to a parent being shared with the receiving school or setting.
* If a parent has objections or reservations about safeguarding information being transferred to the new setting, or if it is unclear what information should be included, the designated person will seek legal advice.
* We will follow requirements set out by Hertfordshire Safeguarding Partners regarding information sharing and this must be explained to the parent if required, and a record of the discussion will need to be signed by parents to indicate that they understand how the information will be shared, in what circumstances, and who by.
* If a child protection plan or child in need plan is in place 06.1a Child welfare and protection summary is also photocopied and a copy is given to the receiving setting or school, along with the date of the last professional meeting or case conference.
* If a Section 47 investigation has been undertaken by the local authority a copy of the child welfare and protection concern summary form is given to the receiving setting/school.
* Where a CAF/early help assessment has been raised in respect of welfare concerns, the name and contact details of the lead professional are passed on to the receiving setting or school**.**
* If the setting has a copy of a current plan in place due to early help services being accessed, a copy of this will be given to the receiving setting, with parental consent.
* Where there has been a Section 47 investigation regarding a child protection concern, the name and contact details of the child’s social worker will be passed on to the receiving setting/school, regardless of the outcome of the investigation.
* Where a child has been previously or is currently subject to a child protection plan, or a child in need plan, the name and contact details of the child’s social worker will be passed onto the receiving setting/school, along with the dates that the relevant plan was in place for.
* This information is posted (by ‘signed for’ delivery) or taken to the school/setting, addressed to the setting’s or school’s designated person for child protection and marked confidential. Electronic records must only be transferred by a secure electronic transfer, or after the information has been encrypted and password protected.
* Parent/carers should be made aware what information will be passed onto another setting via our Privacy notice when they register their child with the setting.
* Copies of the last relevant initial child protection conference/review, as well as the last core group or child in need minutes can be given to the setting/school.
* The setting manager must review and update the Child welfare and protection summary, checking for accuracy, proportionality, and relevance, before this is copied and sent to the setting/school.
* The setting manager ensures the remaining file is archived in line with the procedures set out below.

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

**Archiving children’s files**

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

This is sealed and placed in a locked filing cabinet and stored for three years or until the next Ofsted inspection conducted after the child has left the setting, and will then be destroyed.

* For web-based or electronic children’s files, the designated person must also use the archiving procedure, and records details of what needs to be retained/destroyed. The designated person must make arrangements to ensure that electronic files are deleted/retained as required in accordance with the required retention periods in the same way as paper based files.
* Health and safety records and some accident records pertaining to a child are stored in line with required retention periods.

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**STAFF, VOLUNTEERS & STUDENTS POLICY**

# **Aim**

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

## Objectives

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

**Staff, volunteers and students procedures**

**Staff deployment**

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

* Two members of staff are on the premises before children are admitted in the morning and the end of the day; one of which is the manager, deputy or third in charge.
* Only those staff aged 17 or over are included in ratios. Staff working as apprentices (aged 16 or over) may be included in the ratios if the setting manager is satisfied that they are competent and responsible.
* At least one Paediatric First Aider must be on site at all times when children are present
* The setting manager deploys staff to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of staff and always within sight *or* hearing of staff at all times.
* All staff are deployed according to the needs of the setting and the children attending on individual days.
* In open plan provision, staff are positioned in areas of the room and outdoors to supervise children and to support their learning.
* Staff are responsible for ensuring that equipment in their area is used appropriately and that the area is tidy at the end of the session.
* Staff plan their focus on activities
* Staff inform colleagues if they have to leave the room for any reason.
* There are generally two members of staff outside in the garden when it is being used, one of whom supervises climbing equipment that has been put out.
* The setting manager may direct other members of staff to join those outside, if the numbers of children warrant additional staff.
* Staff focus their attention on the children at all times whilst having a wider awareness of what is happening around them.
* Staff do not spend working time in social conversation with colleagues.
* Staff allow time for colleagues to engage in ‘sustained shared interaction’ with children and do not interrupt activities led by colleagues.
* Sufficient staff are available at story times to engage children.
* Key persons spend time with key groups daily; these times are not for focussed activities but for promoting shared times and friendship.

**Staff children**

* Where members of staff have their own children with them at the setting, the age of the child must fall within the stipulated ages of the setting’s Ofsted registration.
* Where members of staff are likely to be working directly with their own children, this is subject to discussion before commencement with the setting manager ..
* Where it is agreed that a member of staff’s child attends the setting, it is subject to the following:
* the child is treated by the parent and all staff as any other child would be
* the child will not be in the parent’s key group of children
* the key person and parent will work towards helping the child to make a comfortable separation from the parent to allow the parent to fully undertake their role as a staff member of the setting
* the key person will take responsibility for the child’s needs throughout the day, unless the child is sick or severely distressed
* time and space are made for the parent to breastfeed during the day, if that is their chosen method of feeding
* the situation is reviewed as required, to ensure that the needs of the child are being met, and that the parent is able to fulfil his/her role as a member of staff

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

**Deployment of volunteers and parent helpers**

Volunteers and parent helpers are always under the supervision of a permanent member of staff. They are not included in staff ratios, but may be used as the two members of staff needed on the premises before children are admitted in the morning where this will enable the manager to find cover staff. The setting manager ensures that volunteers and parent helpers are deployed to assist permanent staff.

* Volunteers and parent helpers assist staff in ensuring that the equipment in their designated area is used appropriately and that it is left tidy at the end of the session.
* Volunteers and parent helpers give additional support for busy areas or to track or observe children.
* Volunteers and parent helpers inform colleagues where they are going if they leave the room at any time.
* Volunteers and parent helpers do not have unsupervised access to children; they do not take them into a separate room for an activity or toileting and do not take them off premises.
* Volunteers and parent helpers are deployed in addition to two members of staff in the garden/outdoor area when in use.
* The setting manager can direct volunteers and parent helpers to join those outside if the numbers of children warrant additional numbers of staff available.
* Volunteers and parent helpers focus their attention to children at all times.
* Volunteers and parent helpers do not spend time in social conversation with colleagues while they are with children.
* Volunteers and parent helpers allow time for colleagues to engage in ‘sustained shared interaction’ with children and do not interrupt activities led by colleagues.

#### Legal references

# Protection of Children Act 1999

Safeguarding Vulnerable Groups Act 2006

Childcare Act 2006

**Further guidance**

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

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

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**STUDENT PLACEMENT PROCEDURE**

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

* The setting manager ensures that students meet the ‘suitable person’ requirements.
* The setting manager discusses the aim of the placement with the student’s tutor prior to the placement commencing. The expectations of both parties are agreed at this point.
* The good character of students under 17 years old is vouched for by the establishment that places them, the setting manager must be satisfied that all relevant checks have been made.
* Students do not have unsupervised access to children.
* Students and apprentices who are undertaking Level 3 or above may be counted in ratios if the setting manager is convinced that they are suitably experienced.
* Employed trainee staff over the age of 17 may be included in staffing ratios if deemed competent.
* Staff working as apprentices (aged 16 or over) may be included in staffing ratios if deemed competent.
* Public liability and employer’s liability insurance is in place that covers students and voluntary helpers.
* Students are aware of confidentiality.
* Student induction includes how the setting and sessions are managed, and policies and procedures, in particular safeguarding, confidentiality and health and safety.
* Appropriate members of staff co-operate with students’ tutors to assist them in fulfilling the requirements of their course of study.
* The setting communicates a positive message to students about the value of qualifications and training.
* The needs of the children and their families remain paramount at all times and students are only admitted in numbers that do not hinder the work of the setting.
* The setting manager ensures that students and trainees on placement are engaged in appropriate early years training, which provides the necessary background understanding of children’s development and activities.

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**CHILDCARE PRACTICE POLICY**

**Aim**

The staff at Flamstead Pre-school strive to ensure that children are safe, happy, and eager to participate and to learn.

**Objectives**

* It is important to us that babies and young children form a secure attachment to their key person when they join our setting and we want them to feel safe, happy and eager to participate and learn. It is their *entitlement* to be settled comfortably into a new environment.
* The needs of part-time children are considered and key people ensure that lots of time is given to form strong bonds.
* Staff are alert to prolonged absences and the settings safeguarding policy will be followed if deemed necessary.
* Introductions and induction of the parent is carried out before children start. The ethos of the setting is explained and the key person is introduced to the child and parent/carer. There may be occasions where the child is drawn to another member of staff and a discussion will place with the parent if we think their child may settle better with this person.
* *Prime times* of the day make the very best of routine opportunities to promote ‘tuning-in’ to the child emotionally and create opportunities for learning. We actively promote British values, inclusion, equality of opportunity and the valuing of diversity.
* We operate a positive behaviour management approach. Behaviour management procedures cover how staff should respond to all aspects of behaviour, including children who exhibit challenging behaviour towards other children. These procedures build on the Early Years Alliance’s approach to learning based on three key statements and our settings designated staff member that oversees behaviour management has attended Attachment and Trauma Aware Training and has trained other staff in this. The commitments are:

Learning is a lifelong process, which enables children and adults to contribute to and shape their world.

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

The *Early Years Foundation Stage* is used as a framework to provide care and learning opportunities for babies and children under two years.

**Older Children (2-5 years)**

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

**Waiting list and admissions**

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

* We endeavour to operate in an inclusive manner which enables all children and families to access our services.
* We also have regard for the needs of parents who are:
* looking to take up work, remain in work or extend their hours of work
* looking to commence training or education
* We work in partnership with the local authority and other agencies to ensure that our provision is accessible to all sections of the community.
* Services are widely advertised and information is accessible to all sections of the community. We advertise is local parish newsletters and local village magazines. We also open events to the wider community such as holding sales and other fundraising events. We take part in other village events that promote awareness of our setting.
* Where the number of children wanting places exceeds the number of places available a waiting list is operated using clear criteria for allocation of places as detailed in our Waiting list and admissions procedure.

**Funded places – free entitlement**

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

**Legal References**

Special Educational Needs and Disability Act 2001

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

Equality Act 2010

Childcare Act 2006

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 **WAITING LIST & ADMISSIONS POLICY**

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

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

**Admissions**

* Once a childcare place has been offered the relevant paperwork is completed by the setting manager or deputy before the child starts and filed on the child’s personal file. Forms completed include:

# Our Privacy notice is given to the parent/carer and explains what personal data we collect, why we collect it, how we use it, the control parent/carers have over their personal data and the procedures we have in place to protect it.

# Our Childcare terms and conditions are given to each parent/carer and govern the basis by which we provide childcare.

Our registration form - contains personal information about the child and family that must be completed in full prior to the child commencing.

Children with SEND

* The manager will seek to determine an accurate assessment of a child’s needs at registration. If the child’s needs cannot be met from within the setting’s core budget, then an application for SEN inclusion funding will be made immediately by ourselves.
* Children with identified SEND will be offered a place when one becomes available as with any other child. However, the start date for children with more complex SEND will be determined by the preparations made to ensure the child’s safety, well-being and accessibility in the setting. If a child’s needs determine that adjustments need to be made, the manager must outline a realistic timeframe for completion, detailing the nature of adjustments e.g. risk assessment, staff training, health care plan and all other adjustments required. The child’s safety at all times is paramount.
* At the time of registration, the manager must check to see if a child’s family is in receipt of Disability Living Allowance, if so, the manager must ask for evidence to enable us to claim the Disability Access Fund directly from the local authority. If the family is eligible but not in receipt of the allowance, the setting manager will support the family in their application. More information can be found at [www.gov.uk/disability-living-allowance-children/how-to-claim](http://www.gov.uk/disability-living-allowance-children/how-to-claim).
* Preparation for admitting a child with SEND must be made in a reasonable amount of time and any delay in the child starting is analysed by the setting manager to avoid discrimination and negative impact on the child and family. During a preparation period the family and relevant agencies and the local authority must be regularly updated on the progress of the preparations.

Safeguarding/child protection

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

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

Further guidance

Early Years Entitlements: Operational guidance for local authorities and providers (DfE 2018) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/718181/Early_years_entitlements-operational_guidance.pdf>

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**ABSENCE POLICY**

At Flamstead Pre-School we take steps appropriate steps to ensure that children are kept safe, that their wellbeing is promoted, and ensure that they do not miss out on their entitlements and opportunities. At the very least, good attendance promotes good outcomes for children. In a small minority of cases, good attendance may also lead to early identification of more serious concerns for a child or family.

There are several reasons why a child may be absent from a setting. In most cases it is reasonable to expect that parents/carers to alert the setting as soon as possible, or in the case of appointments and holidays give adequate notice. Parents are advised that they should contact the setting within one hour of the time the child would have been expected to advise of their absence. Designated persons at our setting will adhere to Local Safeguarding Partners (LSP) (Hertfordshire Safeguarding Children Partners) requirements, procedures and contact protocols for children who are absent or missing from childcare.

* If a child who normally attends fails to arrive and no contact has been received from their parents, the designated person, will contact them to seek an explanation for the absence and be assured that the child is safe and well.
* Attempts to contact the child’s parents or other named carers continue throughout the day on the first day of absence. If no contact is made with the parents and there is no means to verify the reason for the child’s absence, for example, through a named contact on the child’s registration form, this is recorded as an unexplained absence on the child’s personal fileand is followed up by the manager each day until contact is made. If contact has not been made within three working days, children’s services will be contacted for advice about making a referral. Other relevant services maybe contacted as per LSP procedures.

Attendance records are retained for at least three years, or until the next Ofsted inspection following a cohort of children moving on to school.

If at any time further information comes to light that gives cause for concern, our procedure, Responding to Safeguarding or Child Protection concernsis immediately followed.

**Safeguarding vulnerable children**

* The designated person or key person attempts to contact the parents to establish why the child is absent. If contact is made and a valid reason given, the information is recorded in the child’s file.
* Any relevant professionals involved with the child are informed, e.g. social worker/family support worker.
* If contact is made and the designated person is concerned that the child is at risk, the relevant professionals are contacted immediately. The events, conversation and follow-up actions are recorded. If contact cannot be made, the designated person contacts the relevant professionals and informs them of the situation.
* If the child has current involvement with social care, the social worker is notified on the day of the unexplained absence.
* If at any time information comes to light that gives cause for concern, our Safeguarding children, young people and vulnerable adults procedures are followed immediately.

**Safeguarding**

* If a child misses three consecutive sessions and it has not been possible to make contact, the designated person calls Social Care and makes a referral if advised.
* If there is any cause for concern, for example, the child has a child protection plan in place or there have been previous safeguarding and welfare concerns, the designated person attempts to contact the child’s parent/carer immediately. If no contact is made, the child’s absence is logged on our Safeguarding incident reporting form, and Social Care are contacted immediately, and safeguarding procedures are followed.

**Poor/irregular attendance**

Whilst attendance at an early years setting is not mandatory, regular poor attendance may be indicative of safeguarding and welfare concerns that will be followed up.

* In the first instance the setting manager will discuss a child’s attendance with their parents to ascertain any potential barriers i.e. transport, working patterns etc and should work with the parent/s to offer support where possible. If poor attendance continues and strategies to support are not having an impact, the setting manager must review the situation and decide if a referral to a multi-agency team is appropriate. Where there are already safeguarding and welfare concerns about a child or a child protection plan is in place, poor/irregular attendance at the setting is reported to the Social Care worker without delay.

In the case of funded children the local authority may use their discretion, where absence is recurring or for extended periods, taking into account the reason for the absence and impact on the setting. The setting administrator is aware of the local authority policy on reclaiming refunds when a child is absent from a setting**.**

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**THE ROLE OF THE KEY PERSON POLICY**

*The Early Years Foundation stage (EYFS) 2021 states that ‘Each child must be assigned a key person’*

Babies and young children need to form a secure attachment to key person when they join the setting to feel safe, happy, and eager to participate and learn.

**The key person role**

* At Flamstead Pre-school the key person is committed to building an on-going relationship with the child and his/her parents and to ensure each child’s well-being is supported while in the setting. Every child is allocated a key person before they begin settling in and this person is responsible for meeting with the child and parents to support these vital settling in sessions. During annual leave or sickness the child is supported by a ‘back up’ person.

Additionally, the key person conducts the progress check at age two for their key children. This is a statutory requirement and this is shared with the parents who are encouraged to share this with their child’s health visitor. The role is fully explained to parents on induction and the name of the child’s key person and ‘back up’ key person is recorded on the child’s registration form. The key person is central to settling a child into the setting. The setting manager and key person explain the need for a settling in process and agree a plan with the parents that best supports the family and child’s individual needs. Shift patterns and staff absence can affect a child who is just settling in; so where possible, we match settling in sessions to when the key person is present.

We also consider the number of children for each key person taking into account the individual needs of children and the capacity of the key person to manage their group. It is also influenced by part-time places and part time staff. The manager aims for consistency and full-time children are not divided between key persons during the week. Photographs of key persons and their key groups names are displayed clearly.

The key person spends time daily with his or her key group to ensure their well-being..

**Parents**

* Key persons are the first point of contact for parents with regard to matters concerning their child and any concerns parents may have are addressed with the key person in the first instance. Key persons support parents in their role as the child’s first and most enduring educators. The key person is responsible for the child’s developmental records, completing the progress check at age two, and for sharing information about progress with the child’s parents.

**Learning and development**

* The key person helps to ensure that every child’s learning and care is tailored to meet their individual needs. This is achieved through regular observation and assessment of children, using information gathered about their achievements, interests and learning styles to plan for each individual child’s learning and development.
* Assessments are carried out termly to ensure the child is progressing well, being supported with their interests and to highlight any areas of concern that need additional support. If a child’s progress in any of the prime areas gives cause for concern, the key person must discuss this with the setting manager or SENCO and the child’s parents.

The key person also maintains other responsibilities for key children including administering medication and signing accident records.

**Back-up key person**

* The role of the back-up key person is to step in when the main key person is absent or unavailable to provide a stable and consistent care relationship for the child. The back-up key person is identified when the child starts but is not introduced to the child until an attachment is beginning to form with the key person. This person gradually forms a relationship with the child until the child is happy to be cared for by this person. The back-up key person shares information with parents in the key person’s absence and makes notes in the child’s records where appropriate, ensuring information is shared with the key person. This will normally be the person who is regularly with the child wherever possible.

**Safeguarding children**

* The key person and back-up key/ person has a responsibility towards their key children to report any concern about their development, welfare or child protection matter to the setting manager and to the designated safeguarding Person. Regular supervision with the setting manager ensures that further opportunities to discuss the progress and welfare of key children are maintained.

**Prime times – Settling in and transitions**

To feel settled and ready to learn, children need to form attachments with the adults who care for them, primarily a key person, but others too. At Flamstead Pre-school we strive to ensure close bonds are formed with both the child and their family. This supports families to feel valued and part of a community; they are encouraged to contribute to the setting and the setting to the family. Very young children, especially two- to three-year-olds, may show anxiety at separation from their parent/carer, and older children have a more secure understanding of ‘people permanence’ and are able to approach new experiences with confidence; but also need time to adjust and feel secure. It is the entitlement of all children to be settled comfortably into a new environment.

We follow a three-stage model of settling in based on three key needs:

* *Proximity* - Babies and young children feel safest when a familiar adult, such as a parent, is present when they are getting used to a new Carer and environment. This supports them to become confident in engaging with those experiences independently later on. We encourage parents/careers to be part of their children’s settling in sessions and to work with us to ensure the individual needs of their child are met. This may take longer with some children and we actively encourage parents not to rush this stage to ensure the best possible start for their child. the setting to ensure the environment supports the child’s individual needs. On the first day, the key person shows the parent around, introduces members of staff, and explains how the day is organised, making the parent and child feel welcome and comfortable. For the first few days, the parent attends with the baby/child. These sessions will normal last for one hour. The key person will be introduced and will then greet the parent and child for the remainder of the settling in period. Depending how the baby/child is responding, the key person and parent will agree a way forward to best support the baby/child. The key person will interact with the baby during these sessions to understand their need and their interests in order to prepare well for their next visit.
* *Secure base*– Because the initial need for proximity of the parent has been met, babies and young children gradually begin to feel secure with a key person in a new surrounding so that they are able to participate independently for small periods of time. We encourage settling in sessions to be short at first and gradually increase the time that children are in their new surroundings; this will support babies and young children to gain a sense of trust and to know that they have a safe person with whom they can return to when they need reassurance.

**Promoting secure base**

* If the baby/child is responding to the situation with smiles and eagerness to be held, then the baby is ready for the parent to spend short periods of time away in another part of the building. If the baby/child needs a little more time then separation will be approached more slowly, starting with the parent staying in the room, but taking a ‘back seat’, while the key person spends time with the baby/child. When the parent leaves, they always say goodbye and say they are coming back. Parents should never slip away without the baby noticing; this leads to greater distress.

*Dependency* – Babies and young children are able to separate from parents’ and main carers when they have formed a secure attachment to their key person who knows and understands them best and on whom they can depend for their needs to be met.

**Promoting dependency**

* Attachment can be seen when the baby/child shows signs that they are happy with the key person. Key persons look for signs such as the baby being pleased to see them, looking for them when distressed, holding out their arms to be held, establishing eye contact, responding to play, feeding and taking comfort from the key person. This shows that the baby/child can cope with a longer session and can explore the new environment knowing that they have an adult to reassure them.
* Adults will approach the settling in period individually and dependent on the age/stage of the child and taking the views and wishes of the parent into consideration.

**Settling-in for babies, children under two and those with SEND**

* We ensure babies/children are settled individually to allow sufficient one to one time with each child and parent. And babies/children will be at stage 2 of the settling in process before the key person begins settling another child. Where a number of babies need to start – key persons will start settling one child in the morning and another in the afternoon.
* If a child has been identified as having SEND then the key person/SENCO and parents will need to identify and address potential barriers to settling in e.g. timings of medication and invasive procedures, specific routines and levels of support. This will be discussed before the child starts at the setting to ensure the environment supports the child’s individual needs.
* When baby/child can comfortably cope with 30 minutes, the key person and parent plan the next stage.
* Parents can be asked to bring in a recently worn scarf or familiar object that smells of them as this often helps settling a little easier.

**When babies/children do not seem to settle**

It is not good for babies to be in a setting when they are acutely distressed and anxious. A baby who is not securely attached and settled is overwhelmed with fear. The child’s key person will plan a new approach with the parent to support the child baby/further. If all attempts have been made and the baby or toddler still cannot cope without the parent, then we will suggest that the parent returns to attending to re- settle their child. In some cases it may be appropriate to withdraw the place and help the parent consider alternatives or delay their start time for a short time. For a child ‘in need’ this may need to be discussed with the social care worker, where one is allocated to the child, health visitor or referring agency.

**When a parent is unable or refuses to take part in settling in**

Information about the ‘settling in’ plan is given at the first visit and the reasons are explained. If the parent feels that this will be difficult we suggest that perhaps another close relative can come in instead.

**Prolonged absences**

* If babies or toddlers are absent from the setting for any for periods of time beyond one or two weeks, their attachment to their key persons will have decreased and will need to be built up again. If the child is not fully settled at this point we may suggest the parent re-settle their child and agree a way forward.
* Separation causes anxiety in two-year-olds, as they have no concept of where their parents have gone. Parents should always say goodbye and tell them when they will return. Patience with the process will ensure children are happy and eager to come to play and be cared for in the setting.

**For children whose first language is not English**

For many children learning English as an additional language, the stage of proximity takes longer as the child is dependent upon the parents’ input to make sense of what is going on.If the parent does not speak English, efforts are made to source an interpreter for induction; it will be helpful for them to see around the setting and be clear about their role in interpreting in the play area.The settling-in programme is explained to the parent, and it is emphasised how important it is that they stay with the child and talk to him/her in the home language to be able to explain things. Through the interpreter, the key person will try to gauge the child’s level of skills in their home language; this will give the key person an idea of the child’s interests and levels of understanding. The key person makes the parent feel welcome using smiles and gestures. The key person will work with the parent, make a list of key words in the child’s home language. Children will be spoken to as per any other child, using gestures and facial expressions to help.

**Establishing children’s starting points**

When children start at the setting they arrive at different levels of learning and development. In order to help them to settle and make rapid progress it is important that they are provided with care and learning opportunities that are suited to their needs, interests and abilities. This means establishing and understanding their starting points and whether there are any obstacles to their learning, so that teaching can be tailored to the ‘unique child’.

* The aim of establishing a child’s starting points is to ensure that the most appropriate care and learning is provided from the outset. Starting points are established by gathering information from the first contact with the child’s parents at induction and during the ‘settling in’ period. Staff do not ‘wait and see’ how the child is settling before they begin to gather information. We use the ‘all about me’ form to provide initial activities to support the baby/child’s interests and experiences.
* The key person is responsible for gathering information in the follow ways.
* observation the child’s interests/experiences and during settling in visits
* discussion with the child’s parents about the child’s interests and experiences as well as any concerns they may have.

The information gathered is recorded within two weeks of the child’s official start date The key person will make a ‘best fit’ judgment about the age band the child is working in, referring to Development Matters or Birth to Five Matters documents which are both used in our setting.

* The key person will gather their evidence from using more than one source where possible i.e. parent comment and observation during settling in.
	1. If the initial assessment raises any concerns that extra support may be required procedures in our Identification, assessment and support for children with SEND is followed.

 **Arrivals and departures**

 Arrivals and departures are key times in the day when children need support from their carer to make the transition smooth and happy; these times of day also pose a certain level of risk as parents and carers come and go. Here at Flamstead Pre-school, all staff are aware of the potential risks and take measures to minimise them.

**Arrivals**

Whenever possible, the key person will greet the family and child. This ensures that young children are received into the setting by a familiar and trusted adult. The time of arrival is recorded in the register by the staff member. The key person ensures that there is a clear indication of who will be collecting the child, and at what time. The key person greets the parents and takes time to hear information the parents need to share. They inform the parents of aspects of the day, such as which members of staff will be around later when parents collect their child, any planned outings, or special planned event. Any additional consent forms are signed. The staff member will consider how the child might be feeing to prepare for their needs. Parents are encouraged to say goodbye to their child. If the member of staff receiving the child is not the key person, the member of staff will hand over the information shared by the parents to the key person when they arrive. Any confidential information will be shared with the manager.

If a child who is expected fails to arrive, this is recorded on the register and the setting manager is immediately notified so that they can contact the child’s parents to find out why the child is absent following our absence procedure.

Injuries noted on arrival

If a child is noted to have visible injuries when they arrive at the setting our procedure is followed. This is recorded in our ‘injuries at home record’ which parents are required to sign before leaving their child at the setting.

**Departures**

Children are prepared for home, with clean faces, hands and clothes if required. The key person always aims to greet parents when they arrive, ensuring that the person who has arrived to collect the child is named on the signing in/out form. They hand over the child personally and enter the time of departure in the register. If it is not the parent collecting they will be asked for the child’s password and only released into their care if the parent has informed us of this.

Only persons aged over 16 years should normally collect children. If a parent has no alternative, then this is agreed with the setting manager and a risk assessment completed and signed by the parent. In all cases the setting manager will ask the parents to ensure that in future alternative arrangements are made. If the parent is under 16 years of age a risk assessment will be completed. No child will be collected by anyone who has not reached 14 years of age. The risk assessment will take account of factors such as age/vulnerability of child, journey travelled, arrangements upon leaving the setting to go home/elsewhere.

If someone other than the key person is with the child at the end of the day, the key person should pass general information to the other staff or write a note for the parents. Confidential information should be shared with the setting manager to pass on.

**Maintaining children’s safety and security**

Arrivals and departures pose a particular threat to the safety and security of the children, particularly when parents arrive at the same time or when in shared premises. To minimise the risk of a child leaving the building unnoticed, the setting manager conducts a risk assessment that identifies potential risks and the measures put in place to minimise them, such as staff busy talking to individual parents or doors left ajar. and is updated as and when required. ( See Risk assessment Procedure, and Generic risk assessment form for further guidance).

 **Mealtimes**

* Feeding and mealtimes are key times in the day for social experiences and to promote security, as well as for exploration and learning. We understand the importance of a healthy balanced diet for young children. Mealtimes are relaxed opportunities for social interaction of babies and toddlers with their group and the adults who care for them. It is a time of sensory learning and learning skills, as well as for the fundamental satisfaction of being fed.

# **Bottle fed babies**

Babies’ hands are washed/wiped prior to being given their bottle. These are given by their key person or back-up key person if they are not in. These are prepared ready to prevent the baby being left waiting. The key person sits on cushions to feed the baby to create a warm, secure atmosphere. Babies that want to hold their own bottles, are never left propped up with a bottle to feed themselves.

**Toddler mealtimes**

Older babies and toddlers who are feeding themselves have their meals with their key person.

Staff who are eating with the children will role-model hygiene, healthy eating and best practice at all times to encourage children to learn healthy eating practices. All children bring a packed lunch from home. Babies’ and toddlers’ hands are washed clean before their meal. Adults encourage children to be independent in hygiene procedures and offer support as necessary. Babies and toddlers are not discouraged from eating with their fingers; this exploration of their food with their hands is the beginning of self-feeding. When they have finished, they may wish to ‘play’ further with any remaining food. It is fine for them to get a bit messy; they, and their table can be cleaned afterwards. Babies and children are never rushed and adults allow them plenty of time to go at their own pace.

* In order to protect children with food allergies or specific dietary requirements, children are discouraged from sharing and swapping their food with one another. An allergy folder is kept in the kitchen so all staff are aware of children with allergies.
* Lunches are given in the dining room and children collect their own lunch box and drink from the box that is easily accessible. Adults are seated on all tables to ensure children are closely supervised and children in high chairs have an adult sitting with them at all times. Parents are encouraged to cut up grapes/ sausages appropriately before sending into the setting.
* Information for parents is displayed on the parent’s notice board, including:
* Ten Steps for Healthy Toddlers <https://infantandtoddlerforum.org/media/upload/pdf-downloads/HR_toddler_booklet_green.pdf>

 **Intimate care and nappy changing**

* At Flamstead Pre-School we believe that nappy changing times are key times in the day for being close and promoting security as well as for communication, exploration and learning. Nappy changing is always done in an appropriate/designated area. (Disabled toilet ) on a changing mat on the floor. Children are not changed in play areas or next to snack tables. This maintains the dignity of the child and good hygiene practice.

Key persons are responsible for changing where possible. Back-up key persons take over in the key person’s absence, but where it is unavoidable that other members of staff are brought in, they are aware of their responsibilities towards designated children, so that no child is overlooked and that all children’s needs continue to be met.

**Babies**

Babies/young children changed within sight or hearing of other staff whilst maintaining their dignity and privacy at all times.

Key persons undertake changing babies in their key groups wherever possible; back up key persons change them if the key person is absent. Nappy changing areas are warm to ensure they are kept comfortable whilst being changed. Each baby/young child brings their own nappies/wipes which are kept in their bag on their peg. Adults collect these or older children are encouraged to help collect their bag before being taken to the mat. The member of staff prepares before changing starts and puts on gloves and prepares a nappy bag for soiled nappies. Aprons are worn for changing soiled nappies. All members of staff are familiar with the hygiene procedures and carry these out when changing nappies, and ensure that nappy changing is relaxed and a happy time for babies. Adults never leave children unattended on the changing mat. The mat is sanitised thoroughly between each child.

Key persons are gentle when changing; they allow time for communicating with the baby, talking, and responding to the baby’s sounds. They allow time for play and ‘rituals’ that the baby enjoys, such as gently tickling tummies or toes, singing favourite songs.

Key persons avoid pulling faces and making negative comment about the nappy contents. Key persons do not make inappropriate comments about babies’ genitals, nor attempt to pull back a baby boy’s foreskin to clean unless there is a genuine need to do so for hygiene purposes.

**Nappy changing records.**

* Key persons record when they changed the baby and whether the baby passed a stool and if there was anything unusual about it e.g. hard and shiny, soft and runny or an unusual colour. Staff initial this and record the time it was changed. Additionally, this is recorded on the under 2’s daily records to make parents aware.

If the baby does not pass a stool, or if he/she strains to do so, or is passing hard or shiny stools, the parents will be informed. The baby may be constipated so their feed may need to be adjusted. Constipation in babies is not ‘normal’ and every effort is made with the parent to help them adjust the diet until soft, formed stools are passed.

* A stool that is an unusual colour can usually be related to the food that was eaten, so it is important that this is noted in the nappy changing book. However, a stool that is black, green or very white indicates a problem, and the key person will encourage the parent to take their child to the doctor.
* Very soft, watery stools are signs of diarrhoea; strict hygiene routines will be carried out in cleaning the changing area to prevent spread of infection. The parent will be called to inform them, and that if any further symptoms occur they may be required to collect their child.
* Sometimes a baby may have a sore bottom. This may have happened at home as a result of poor care; or the baby may have eaten something that, when passed, created some soreness. The baby also may be allergic to a product being used. This is recorded in the nappy changing book and discussed with the parent and a plan devised and agreed to help heal the soreness. This may include use of nappy cream or leaving the baby without a nappy in some circumstances. If a medicated nappy cream such as Sudo cream is used, consent is required for this.

**Young children, intimate care and toileting**

* Wherever possible, key persons undertake changing young children in their key groups; back-up key persons change them if the key person is absent. Young children from two years may be put into ‘pull ups’ as soon as they are comfortable with this and if parents agree. Changing areas are warm, and there are safe areas to lay young children if they need to have their bottoms cleaned. If children refuse to lie down for nappy change, they can be changed whilst standing up, providing it is still possible to clean them effectively.

Key persons ensure that nappy changing is relaxed and a time to promote independence in young children. Older children are encouraged to lay down on the mat if they can manage this.

Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet. Potties are also available for children who prefer to use them and toilet seats are provided to make children more comfortable.

Children are encouraged to wash their hands and have soap and paper towels to hand. They are allowed time for some play as they explore the water and the soap, adults are there to support this encouraging children to wash their hands effectively. Adults supervise children to use the step to toilet/ sink where appropriate to maintain safety .

Anti-bacterial hand wash liquid or soap is not be used by young children, as they are no more effective than ordinary soap and water.

If children need support with cleaning after using the toilet the Key persons are gentle when changing and avoid pulling faces and making negative comment about the nappy contents, and do not make inappropriate comments about young children’s genitals when changing their nappies.

Where cultural practices involve children being washed and dried with towels, staff aim to make reasonable adjustments to achieve the desired results by discussing this with the child’s parents. Where this is not possible it is explained to parents the reasons why. The use of wipes or cotton wool and water achieves the same outcome whilst reducing the risk of cross infection from items such as towels that are not ‘single use’ or disposable.

The procedure for dealing with sore bottoms is the same as that for babies. Older children use the toilet when needed and are encouraged to be independent. Members of staff do not wipe older children’s bottoms unless there is a need, or unless the child has asked them to.

Parents are encouraged to provide enough changes of clothes for ‘accidents when children are potty training. Spare clothes are kept by the setting and are ‘gender neutral’ i.e. neutral colours, and are clean, in good condition and are in a range of appropriate sizes.

Wet/ soiled clothing is put into a nappy bag and put in the child’s bag to take home to be washed. Where clothes are soiled, this is double bagged. If young children are left in wet or soiled nappies/pull-ups in the setting, this may constitute neglect and will be a disciplinary matter.



**SLEEP & REST TIME POLICY**

Sleep and rest times are key times in the day for building close relationships and promoting security. We aim to ensure that children have enough sleep/rest and promote best practice for all children and provide a safe environment. We have adopted a policy of practice recommended by The Cot Death Society to minimise the risk of Sudden Infant Death syndrome. Babies/children’s safety is paramount and we work in partnership with parents to ensure babies/children’s individual needs are met.

During the Covid-19 outbreak every effort is made to place cots and sleeping mats at least two metres apart.

**Babies of one year**

* Babies have a designated place to sleep, this will be a travel cot, flat buggy, or mat. Children have their own personalised bedding. This consists of a bottom cotton sheet and parents are asked to send in their child’s blanket/ sleeping bag.. Pillows are not used. Babies are put on their backs to sleep. The area will be well ventilated and not too hot.

Parents are encouraged to bring in any special toy or comforter that their child may need for sleep and not left to cry.

**Procedure**

The Babies/child’s Key Worker will work closely with parents/carers to provide the best care for the children. We will explain our Sleep and rest Policy to the parents to ensure they understand how we place the children to sleep. All staff will be aware of each child’s individual needs and how they like to be put to sleep.

Before the baby/child is put down to sleep, staff will ensure the following:

The baby/child is wearing a clean nappy and outer clothing/bibs removed if inside, or wrapped up warm if outside.

The child has been fed or had a drink.

Before are soothed to sleep by their key person. If they are distressed, their key person comforts them. Key persons very gently stroke or pat babies.

The sleep area is made quiet, perhaps with soft music playing if required.

Sleeping babies are supervised at regular intervals (every ten minutes) this is recorded with the time checked and the initials of the person responsible for checking on a sleep chart.

Staff will prepare the child for bedtime by moving to a separate area made quiet, this takes place in the dining room. Soft music may be played if discussions with parents support this. Some babies/children like have a story or a cuddle and some like to be patted gently off to sleep, so staff will sit closely next to them.

If the child is sleeping on a mat and has not gone to sleep after 15 minutes, staff may consider letting them get up and try them for a sleep a little later on. This will be discussed with the parent/carer from the start.

If a baby, child falls asleep in an adults arms they are moved to a more appropriate area as soon as possible.

Hair accessories that may come lose or detach are removed before sleep/rest time.

Children are settled by their key person and comforted to sleep. Key persons may gently stroke or pat children.

Clothing will be loosened if it cannot be removed and other staff members need to be aware that the baby will need his or her baby changing on waking up.

No babies will be left to sleep in a car set/bouncy chair. This is on Health and Safety grounds and is our policy and good practice.

Older children also need sleep and rest periods in order to help development. As all children are individuals who develop at different rates, we must ensure we meet their needs throughout the day. As they grow, their routine will change as will their need for sleep during the day. All children will be given the opportunity to rest or sleep in a quiet area. Here they just want to cuddle up with a book, listen to music or just relax.

**Sleep Monitoring**

Sleeping children are regularly checked at least every ten minutes and are within sight and/or hearing of staff and this is recorded by the staff member checking on the sleeping chart. The staff member will check that a child is not too hot/cold and will check for breathing by placing a gentle hand on the child’s chest or putting the back of the hand near the child’s mouth to feel for breath.

Staff will ensure the child is not tangled in the sheet/blanket. Parents are welcome to bring in a sleep bag for their child and will be responsible for washing this.

Partnership with parents/carers

Detailed information sharing and smooth communication between the key person and the child’s family is essential. This build’s a trusting relationship so close attachments can be formed, and this supports parents to share changes in sleep patterns, changes in routine and a consistency of care. Each child’s sleep routine then remains individual and personalised.

Many parents/carers believe that children should not sleep near to being collected, for fear that the child’s sleep at night will be disrupted. This can be an conflicting issue between parents and their child’s key person with parents often requesting that their child is kept awake after a certain time. Whilst we do take these concerns into account, we will always put the needs of the child first and work with parents to find the best solution as a child cannot be woken up before they are ready. Therefore, having open, trusting relationships, discussions remain informal and parents/carers feel secure that the child’s key person has the child’s best interests at heart and this will assist with the individual development of their child.

Practitioners at Flamstead Pre-School are confident and knowledgeable regarding our safe sleep policy, which adopts the procedure that, ‘Children are allowed to sleep to their own individual routine, anytime during the day’. The child’s key person will feedback appropriately to parents/carers the importance of rest and sleep periods when attending Flamstead Pre-School.

Further guidance

Safer Sleep for Babies (Lullaby Trust) www.lullabytrust.org.uk/safer-sleep-advice

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**MANAGING SEPARATION ANXIETY IN CHILDREN UNDER 2 YEARS OLD**

Staff at Flamstead Pre-school take steps to reduce anxiety and promote strong attachments with their key children in partnership with the parent. Separation anxiety occurs when babies and toddlers do not feel securely attached to their key person. It is detrimental for babies to experience prolonged distress. Separation anxiety can be identified when signals are clearly understood by members of staff:

 inconsolable crying for extended periods; causing coughing or difficulty to breath or vomiting

holding breath, head banging or rocking

ambivalent feelings towards the key person, for example, wanting to be picked up then struggling free

frantic movement or lashing out with arms and legs

biting, tantrums and snatching from others.

jealousy shown towards other children in the key group

refusing food or drink or showing signs of digestive problems

temporary interest in toys or others, then crying again.

prolonged periods of sleep

switching off, staring blankly

anxiousness about who is coming in and out of a room, standing by the door for long periods

being held, but not responding or smiling

crying when the parent collects or cheering up and eager when parent collects

A picture of evidence builds up which may suggest that the baby/child is experiencing separation anxiety. The possible reasons for the child’s anxiety developing or being made worse will be discussed between the key person and parent and a plan put in place to support the child. This may result in the settling in process being reviewed; if any aspect has been missed, this will be re-planned. This may include the need for the parent to stay or find a close relative or friend whom the child feels safe with if the parent cannot be there.

A baby who will be attending on a part-time basis may need to come in daily until he/she is familiar and beginning to settle.

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**SPECIAL EDUCATIONAL**

**NEEDS/DISABILITY POLICY**

*“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her”. As defined in the SEN Code of Practice (page 15, xiii), Dept. of Education and Dept. of Health. HM Government*

**Policy Statement**

All children are welcome at Flamstead Preschool and we provide an environment in which all children are treated as individuals and supported to reach their full potential.

**Procedure**

Flamstead Preschool has an inclusive admission policy, which ensures equality of access and opportunity for all. (See Admission Policy) We do not discriminate against any child, family or member of staff. We have regard for and the Equality Act 2010 as well as the DfES Special Educational Needs Code of Practice 2014.

The designated member of staff who is our Special Educational Needs Co-ordinators (SENCo) is **Donna Starkey**, but everyone who works at Flamstead Preschool has a responsibility in the provision of care for children with Special Educational Needs or disabilities. We provide training for practitioners and volunteers to help them support families with special educational needs and disabilities.

Our Inclusion Development Officer is Julie Carroll – She is employed by Hertfordshire County Council and you can contact her on 07770 637105. She is there to help us support parents and children with Special Educational Needs or disabilities. We will also liaise with Julie Carroll and the area SENCos in order to make sure we are offering the best support we can to our families with SEN or disabilities.

We work closely with parents or carers of children with SEN or disabilities to create and maintain a positive partnership to support each child’s special educational needs; and we ensure that they are informed at all stages of the assessment, planning, provision and review of their children’s time with us.

We have built up good links and liaise as appropriate with professionals such as Health Visitors, Speech & Language Therapists, Educational Psychologists and Children’s Centres.

We provide a broad and balanced inclusive curriculum for all children and make adjustments to activities to support any child with SEN or disabilities using Early Years Foundations Stage Development Matters.

We ensure that our physical environment, both inside and out, is, as far as possible, suitable for children and adults with disabilities.

The SENCo at Flamstead Preschool will help decide if your child has any special educational needs. They will take the lead in observations and assessments of children with SEN and work with your child’s key person to carry out these assessments.

We use a **Graduated Approach** (SEN Code of Practice 2014) for identifying, assessing and responding to each child’s special educational needs. This identifies four stages of action: **assess**, **plan**, **do** and **review**.

**Assess**

In identifying a child as needing SEN support, the key person, working with one of the settings SENCo, as well as the child’s parents, will have carried out an assessment of the child’s needs. This initial assessment will be reviewed regularly to endure that support is matched to need.

Where there is little or no improvement in the child’s progress, more specialist assessment may be called for from specialist teachers or from health, social series or other agencies from beyond our setting. This is all done with the parent’s agreement.

At this point we will also request permission from the parent or carer for us to complete Hertfordshire’s’, **Individual Assessment of Early Learning and Development (IAELD)** to aid our planning for their child’s specific needs.

**Plan**

Where it is decided to provide SEN support we formally notify the parents/carer. We will then agree, in consultation with them: the outcomes they are seeking; the interventions and support to be put in place; the expected impact on progress; and a clear date for review. These SEN Support Plans should also take into account the views of the child.

**Do**

At Flamstead Preschool each child has a key person who helps forges links with the child to help them settle in and tracks their progress during their time with us. The key person will do the same for a child with SEN, but they will be supported by one of the settings SENCo who will oversee the implementation of the interventions or programmes agreed s part of the SEN support.

The SENCo will work with the SEN child’s key person to assess the child’s response to any action taken and advise on how to best implement further support.

**Review**

Each SEN child’s progress will be reviewed at least half-termly. The impact and quality of support offered will be evaluated by the child’s key person and the SENCo alongside the child’s parents or carers. Parents or carers should have clear information about the impact of the support provided and be involved in planning next steps.

At each stage parents are encouraged to be engaged with the setting; contributing insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting on an agreed timeline.

As your child approaches Primary School age, we will work with you and the school to help plan the support your child may need there. We will pass on all records held about the help your child has had during their time with us.

Hertfordshire Council should carry out an **Education, Health and Care Plan** **(EHCPs)** assessment if it is thought that your child’s needs cannot be provided for from our Preschool’s own resources. Families of children with an EHCP are entitled to a personal budget to help fund their care. Where a child has an EHCP, the local authority must review that plan at least every twelve months. As part of this review, they can ask setting to hold the annual review meeting on its behalf.

Existing statements will be transferred over to the EHC system from September 2014 – usually during an annual review or key transition for the SEN child.

We use the **Team Around the Child** approach to make sure we work closely with other agencies to get the best support for each SEN child.

We use a **Common Assessment Framework (e-CAF)** to assess an individual’s needs. We work closely with parents to ensure background information is collected and shared appropriately. We also follow the national Early Support programme. This all aims to improve communication and joint working between any practitioner your child might need support from and to simplify the flow of care for your child.

We will provide parents with information on sources of independent advice and support.

Local authorities must publish a **Local Offer** - setting out in one place information about what provision can be expected to be available for all children and young people who have SEN or are disabled in the local area.

Flamstead Preschool also have a Local Offer which feeds into the Hertfordshire County Council Local offer and follows this policy and it can also be seen on the About Us page of our website.

We regularly review our practice and provision, and if necessary make adjustments.

The following forms are used when we have any concerns regarding the development of any child that attends our setting.

**SEN Support: Initial record of concern form**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of child:** |  | **DOB:** |  |
| **Name and role of person recording concern:** |  | **Date:** |  |
| **Nature of concern:** |  |
|  |  |
| **Observation notes (detail evidence here):** |  |
|  |  |  |  |  |
| **Parents informed of concern and their views are known?** | Yes |  | No |  |
|  |
| **Notes:** |  |
|  |  |  |  |  |
| **Curriculum differentiation applied?** | Yes |  | No |  |
|  |  |
| **Notes (detail when and how)** |  |
|  |  |  |  |  |
| **Other adjustments made?** | Yes |  | No |  |
|  |  |
| **Notes (detail when and how)** |  |
|  |  |
| **Next steps** |  |

**SEN Support - Action plan**

|  |  |  |
| --- | --- | --- |
| **Date:** **My name is:****My DOB is:**  | **This is Me!** | *IMAGE OF CHILD* |
| **I can:****I would like to:** |
| **This is what is important to me:** |
| **I can’t do everything I like because:** |
| **My parents/carers think:****My key person thinks:** |
| **I receive help from:** |
| **I already have this help from my setting:** |
| **I would like to try this activity****When and where?****With whom?****With what?****The outcome should be:** |
| **I may also like to try to****When and where?****With whom?****With what?****The outcome should be:** |
| **My parents/carers will help me by:** |
| **We will look at my plan again on:**  |  |

**Action plan - Recording Sheet**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of child:** |  | **Key person:** |  |
| **Planned objective:** |  |
| **Date:** | **Activity:** | **Outcomes:** | **Persons present:** |
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| **Notes:** |
|  |

**Action plan - Review sheet**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of child:** |  | **Date:** |  |
| **People present at this review:** |
|  |
| **Planned objectives:** |
|  |
| **Outcome (setting):** |
|  |
| **Outcome (home):** |
|  |
| **Next steps:** |
|  |

Please let us know if you have any questions arising from this policy.

**Further reading**

**Special educational needs and disability code of practice: 0 to 25 years (2014)**

*https://www.gov.uk/government/publications/send-code-of-practice-0-to-25*

**Equality Act 2010: What do I need to know?**  *Equalities Office, HM Government (2010)*

Special Educational Needs and Disability (SEND) (DfE and DoH 2015) [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Ready, Steady, SENCO (Pre-school Learning Alliance 2018)

**SEND Information Report – LOCAL OFFER**

**Flamstead Preschool (Ofsted no129341)**

**1. How does the setting know if children need extra help and what should I do if I think my child may have special educational needs?**

At Flamstead Preschool you can speak to a member of staff at any time regarding any concerns you may have about your child.

Donna Starkey is our dedicated coordinator for special educational needs and disabilities -- however you may approach any staff member at the setting.

If your child has a special need before starting at Flamstead Pre School, our dedicated SENCO will work with you to ensure everything your child will need, is put in place, before they join us. Every child will also be allocated its own key person who will ensure your child settles smoothly into preschool. This key person will also be responsible for monitoring your child's progress and development throughout the EYFS framework. The key person will work closely with the SENCO'S to ensure the child’s needs are being met.

We work closely with other professionals, for example, Health Visitors, Speech and Language Therapists and other healthcare professionals to ensure every child is given the appropriate support.

We offer the very best care and opportunities we can for each child in our care

**2. How will the setting staff support my child?**

At Flamstead Pre School we have one member of staff who is our specialist SENCO. She has lots of experience helping children with a wide range of needs.

Your child's key person will develop a strong bond with your child which will begin during their settling in sessions where the member of staff will play with and get to know your child. This will enable your child to feel happy and secure before starting with us.

Your SENCO will continue to work with you during your child’s time at Pre- School and ensure you are closely involved at all stages and will also liaise with a wide range of professionals.

**3. How will I know how my child is doing?**

You are always welcome to discuss your child's progress informally with a staff member at the end of a session. However if you do have a concern you wish to discuss more formally, arrangements can be made with your child's key person or the setting manager.

Regular parents’ evenings are also held where you will have the opportunity to look at your child's Learning Journal and discuss your child's progress. If your child has additional needs, the regularity of meetings will vary to ensure their needs are being met and you are kept fully informed and involved.

**4. How will the learning and development provision be matched to my child’s needs?**

We will observe and assess your child and plan their learning around this. Activities will be put in place for the child's individual needs. We will also work with other professionals to support your child's needs and the setting SENCO will ensure training is accessed for staff to support your child's learning and well-being.

**5. What support will there be for my child’s overall well-being?**

We will involve other professionals to ensure all children are supported in their learning and development.

We support you with toilet training your child and with any issues regarding eating and sleeping.

The Preschool is equipped with a changing table and mats, potties and steps provided to enable the children to become independent in their personal development.

We provide a warm 'home from home' environment and each child has their own key person who gives them a sense of belonging and security.

If your child has a specific-medical need, staff will undergo training to ensure we are able to administer medication prescribed by a GP, as outlined in our First Aid and Medication Policy.

Our behavior management policy outlines the procedures used at the Preschool. If your child needs extra support to manage this we can meet with you to put strategies in place that will best support your child at both home and Preschool.

We can also request support from the inclusion development officer if we feel your child needs further support.

All children are given a positive approach to their individual needs.

**6. What specialist services and expertise are available at, or accessed by the setting?**

We work very closely with our local Inclusion Development Officer, who regularly visits the setting to support us put in place strategies to best support, our children's needs. Staff also access training from the Inclusion Development Officer to keep us fully up to date, which helps us to extend our knowledge in this area.

We have good links with our local children's Centre and have also accessed support from other agencies such as Speech and Language Therapists and Health Visitors.

We have good relationships with the local school and have recently put in place new strategies to support the children's transitions. We also collect Nursery Class children from the school daily so they can spend lunchtimes and afternoon sessions with us. This gives the children opportunities to become meet and become familiar with the staff there. We also have the Nursery Class teacher spending time at our setting to make the process of moving to school much smoother for the child.

**7. What training and/or experience do the staff, supporting children with SEND, have?**

All staff at Flamstead Preschool have lots of experience working with children with special needs. Our SENCO and manager have over 15 years of experience to support children with various special needs.

**8. How will my child be included in activities outside the setting?**

Your child will be fully involved in outdoor activities and we will work closely with you to achieve this. If you would like to be involved with any outside events or trips, you are welcome to come along. However you are not expected to take part if you are not available or wish not to. Our staff will always ensure that your child has the opportunity to participate fully in activities outside the setting. A full risk assessment is always carried out prior to any trip taking place.

**9. How will I be involved in discussions about and planning for my child’s learning and development?**



You will be fully involved in discussions planned around your child's learning and development. Your child's key person will be available to discuss this with you and more formal meetings are held to ensure we are working together to get the best possible outcomes for your child.

We will always obtain parental consent before referring to any outside agency regarding your child’s learning and development.

**10. How accessible is the building/environment?**

Our environment is very accessible. We have wheelchair access to our building and a disabled toilet.

Our outside area is an accessible concreted area and we have a large sandpit that is accessible to all.

We also have two rooms and have the flexibility to arrange furniture as necessary

**11. How will the setting prepare and support my child with transitions between home, settings and school?**

Before starting at Preschool you and your child will be invited to some settling-in sessions to help your child become familiar with their new surroundings and for you to be able to get to know the staff at the setting so you are reassured your child is being cared for in the best possible way.

You will meet with your child's key person who will help to settle your child into Preschool and you can discuss with us any concerns you may have prior to your child starting with us.

We also have visits from the local school teacher who works closely with us and gets to know the children before they start at their new school.

When it is time for your child to start in the Nursery Class, their new teacher will come and visit the Pre School -- this gives your child the opportunity to meet them and their key person will discuss your child's progress with them.

**12. How will the setting’s resources be used to support children’s special educational needs?**

Our building gives us the opportunity to be very flexible in the layout of out toys and how they are used. All of our equipment is age and stage appropriate and adults support the children in their use of them.

We have access to a wide range of resources that can be borrowed from the local children's Centre.

If any item is needed for a specific need, we will seek to borrow it.

**13. Who can I contact for further information about the early years offer in the setting?**

You can contact the setting manager **Sarah McCarthy** for further information or contact us on **07542 109058** or email info@flamteadpreschool.co.uk You can also visit our website. [www.flamsteadpreschool.co.uk](http://www.flamsteadpreschool.co.uk)

**For further information on the local authority’s Local Offer of service and provision for children with special educational needs and disability please go to**

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

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 **TRANSITION TO SCHOOL POLICY**

Moving on to school is a major transition in a child’s life involving separation from familiar adults and children . However, here at Flamstead Pre School we strive to prepare children to approach transition to school with confidence and an awareness of what to expect.

**Partnership with school**

Every effort is made to develop and strong links with all schools that children may attend. The setting manager will approach schools in order to develop these links.

Teachers are welcomed into the setting and sufficient time is made for them to spend both with the child, their parents and with the key person, to discuss and share information that will support the child’s transition to school.

Children’s details and any information regarding their individual needs is forwarded to the school along with other information that will aid transition and settling in. Parent’s permission will be sought and they will also receive a copy of this. Any action plans relating to a child’s additional needs are also shared, where this is in place.

Other formal documentation such as safeguarding information is prepared in line with our procedure Transfer of records.

**Partnership with parents**

Key persons discuss transition to school with parents and set aside time to discuss children’s learning and development and encourage their contribution. Additionally, they will discuss with parents how they are preparing their child for school and will share information about how the setting is working in partnership with the school to aid transition. Key persons will also make clear to parents the information that will be shared with the school, for example, information regarding child protection and work that has taken place to ensure the child’s welfare.

**Increasing familiarity for children**

* Where the setting is close to a school site, there will be opportunities for children to become familiar with staff and school premises, for example, visits to special activities and occasions such as sports days and assemblies.
* When the setting is not within a reasonable distance of the school, other means of familiarisation will be put in place to enable children to become familiar with these. For example, through photographs or other information about the school that can be shown within the setting. Staff may borrow resources from the schools and will use these with the children. Some of our local schools have sessions in place where the children from the setting can visit as a group, as well as visiting our setting.

**Preparing children for leaving**

Children and parents form bonds with adults and children in the setting and will need preparation for separating from the relationships they have formed.

The child’s last day is prepared for in advance and marked with a special celebration or party that acknowledges that children are moving on. This is in the form of a ‘graduation ceremony’ and parents are invited along to share their child’s experience of this.

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**PROGRESS CHECK AT AGE TWO**

At Flamstead Pre- School, we have regard to the Early Years statutory Framework 2021, as well guidance from our local authority as to when the progress check at age two is completed; This is carried out when a child is aged between two and three, and practitioners must review every child’s progress and provide parents/carers with a short written summary of their child’s development in the prime areas. This progress check must identify the child’s strength, and any areas where the child’s progress is less than expected. If there are significant emerging concerns, or a special educational need or disability is identified, practitioners will develop a targeted plan to support the child’s future learning and development involving parents/carers and other professionals such as our Special Educational Needs Co-ordinator (SENCO) or health professional as appropriate. The child will have attended the setting for at least 1 term before the check is completed. The key person is central to the progress check and must be the person completing it.

**Completing the progress check at age two**

* On-going observational assessment informs the progress check and must be referred to.
* Children’s contributions are included in the report. Staff are ‘tuned in’ to the ways in which very young children, or those with speech or other developmental delay or disability, communicate.
* Where any concerns about a child’s learning and development are raised, these are discussed with the parents, the SENCo and the setting manager.
* If concerns arise about a child’s welfare, they must be addressed through our settings Safeguarding children, young people and vulnerable adults procedures.
* The key person must be clear about the aims of the progress check as follows:
* to review a child’s development in the three prime areas of the EYFS. Beyond the prime areas, practitioners will decide on what the written summary should include, reflecting on the development and the individual needs of the child.
* to ensure that parents have a clear picture of their child’s development
* to enable practitioners to understand the child’s needs and, with support from practitioners, enhance development at home
* note areas where a child is progressing well and identify any areas where progress is less than expected and describe the actions we intend to take to address any developmental concerns (working with other professionals as appropriate)
* Once the timing of the child’s progress check is confirmed, parents are invited to discuss their child’s progress at a mutually convenient time and their contributions encouraged. The key person will discuss with parents/carers of how the summary of development can be used to support learning at home.

The setting will seek to engage both parents and make allowance for parents who do not live with their child to be involved.

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**PARENTAL INVOLVEMENT POLICY**

**Policy Statement**

We believe that parents are their children's first and most important educators. We want to work in partnership with all parents to help children reach their full potential and get the most out of their time with us at Flamstead Preschool.

**Procedure**

We encourage and support parents to play an active part in the governance and management of the Preschool. Members to our committee are always welcome. We rely on parents’ involvement in our fundraising efforts and we welcome contributions from parents in whatever form these may take.

We always try to organise meetings so they are accessible to all and no parent feels excluded. We provide information about opportunities for being involved in the Preschool in ways which are accessible to all parents.

We email out a regular newsletter outlining what the children are going to be doing during the coming weeks, in a bid to involve the parents in their child’s curriculum.

We actively promote partnership with parents and recognise the importance of working in partnership with other agencies to promote the well-being of children and their families. This includes signposting parents to support as appropriate.

**Objectives**

* We believe that parents are children’s first educators and our practice aims to involve and consult parents on all aspects of their child’s well-being.
* We also recognise the important role parents must play in the day-to-day organisation of the provision.
* We consider parents views and expectations and will give the opportunity to be involved in the following ways:
* sharing information about their child’s needs, likes, achievements and interests
* settling in their child to the agreed plan according our settling in procedures and children’s individual needs.
* taking part in children’s activities and outings
* contributing with ideas or resources as appropriate to enhance the curriculum of the setting, for example, coming into the setting to share activities with the children
* contributing to assessment with information such as photos of how their child is learning at home, or taking part in day-to-day family activities
* taking part in planning events, or participating in social activities organised within the setting
* Ofsted and setting contact details are displayed on the parent notice board for parents who have a complaint that cannot be resolved with the setting manager in the first instance, or where a parent is concerned that the EYFS standards are not being maintained.

**Partnership and signposting to other agencies**

* We are committed to ensuring effective partnership with other agencies including:
* local authority early years services about the EYFS, training and staff development
* local programmes regarding delivering children’s centres or the childcare element of children’s centres
* social welfare departments regarding children in need and children who need safeguarding or for whom a child protection plan is in place
* child development networks and health professionals to support children with disabilities and special need
* Ofsted and setting contact details are made available to other agencies who have a complaint that cannot be resolved with the Setting Manager in the first instance, or where a parent is concerned that the EYFS welfare standards are not being maintained.

**Legal references**

Childcare Act 2006

Education Act 2011

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**COMPLAINTS PROCEDURE**

**Policy Statement**

We want children and their families to be happy during their time with us at Flamstead Preschool. We believe that everyone is entitled to expect careful attention to their needs and wishes and we welcome suggestions on how to improve our Preschool. We will always give prompt and serious attention to any concerns you may have and whilst we hope these concerns be resolved informally, we have set out a procedure to take into account formal complaints.

**Procedure**

We hope that any parent who is uneasy about any aspect of Flamstead Preschool and their child’s care would be able to come and speak with the Preschool Leader, Sarah McCarthy. The Management Committee Chair, Emilie Griffin is also happy to talk over any concerns you may have.

If this does not resolve the issue, then please put your concerns in writing to both the Preschool Leader and the Chair of the Management Committee.

We would hope that most complaints would be able to be resolved informally, through either of these stages.

The next step would be for the person with the concern to request a meeting with both the Preschool leader and the Committee Chair. All parties can have another person present, if they so wish. A written record of this discussion is kept and if a resolution is reached, all at the meeting sign the record and keep a copy of it. This signing means that the procedure has concluded.

If no agreement is reached, then an external mediator (a person acceptable to all parties) is invited to help settle the complaint. 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. The mediator can also hold separate meetings with the Preschool Leader and Committee Chair, as well as the person raising the complaint. All discussions are confidential, but a written record is kept of any meetings held and any advice the mediator may offer.

A final meeting would then be held between the complainant and the Preschool Leader and Committee Chair. This meeting is to see if the mediator’s advice has helped all parties reach agreement. The mediator can be present at this meeting if it is thought that their presence will help the proceedings. A written record is kept, and a decision is made on the action to be taken. Everyone present signs the record and this signifies that the procedure has concluded.

We will keep a confidential record of all complaints raised against our Preschool outlining the date and nature of the complaint and how it was managed.

Parents may of course approach Ofsted directly at any stage of this procedure. The number for Ofsted Complaints and Investigation Unit is 0300 123 1231. Ofsted can be also be contacted via an online reporting form ofstedonline.ofsted.gov.uk

If a child is thought to be at risk then our Safeguarding Children Policy will be strictly followed. (see Safeguarding Children Policy)

We also display a poster explaining to parents how to complain if there is a problem to be dealt with. These details are displayed on our Preschool's notice board.

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**BEHAVIOUR MANAGEMENT POLICY**

**Policy Statement**

We believe that promoting positive behaviour is crucial to helping children flourish. We provide an environment where children know how they are expected to behave and are free to play and learn without fear of being hurt or unfairly restricted by anyone else.

**Procedure**

All staff follow a positive approach to behaviour management by treating children, parents and one another, with friendliness, respect, care and courtesy. Staff receive positive behaviour management training and this is delivered to the remaining staff through in-house training. (Attachment and Trauma Aware Training for Educational and Training settings – Train the Trainer). The manager ensures that all new staff attend training on behaviour management such as Understanding and Addressing Behaviour in the Early Years (EduCare) as well as supporting staff to implement Promoting positive behaviour in their everyday practice

We give praise for good behaviour, such as kindness and sharing. Children are never labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group to be left in ‘time out’ . If a child is distressed or causing harm to others we may need to remove them from the immediate situation and support them a quiet area with their key person for up to 3 minutes to help them calm down. If appropriate, the key person can use this time to help the child reflect on what has happened. Physical punishment of any kind is never used or threatened which could adversely affect a child's well-being. If staff become aware that another person has given corporal punishment to a child, they follow our procedures set out in Safeguarding children, young people and vulnerable adults procedures. Physical intervention to safeguard a child/children must be carried out as per the guidance in this procedure.

We do not shout or raise our voices in a threatening way to respond to children's behaviour. We never use, or threaten to use, physical punishment, such as smacking or shaking. Children are never sent out of the room by themselves. We do not single out or humiliate individuals. We will ignore some behaviour if it is felt the child is only trying to get a reaction for their undesirable actions. We set realistic boundaries and rules and we are consistent in making sure children stick to them. We help them to see what was wrong and how to cope more appropriately.

Each child’s key person is alert to children’s emotional well-being, supports children’s needs, their levels of development, personal characteristics, and specific circumstances. This ensures children’s individual needs are understood and supported. Settling into a new environment is an emotional transition for young children especially as they learn to develop and master complex skills needed to communicate, negotiate and socialise with their peers. Skills such as turn taking and sharing often instigate minor conflicts between children as they struggle to deal with powerful emotions and feelings. During minor disputes, key persons help children to reflect and regulate their actions and, in most instances, children learn how to resolve minor disputes themselves. However, some incidents are influenced by factors, requiring a strategic approach especially if the behaviour causes harm or distress to the child or others. These situations are managed by the SENCO/key person using a stepped approach which aims to resolve the issue and/or avoid the behaviour escalating and causing further harm.

Staff will have physical contact with your child for a variety of reasons – used correctly, it is an everyday act of communication to guide, comfort or prompt. All physical contact will be carried out in an appropriate manner in strict accordance with preschool safeguarding policies. Training is given to all staff.

We also realise that some children will not want to be touched. We will respect this unless the child is in immediate danger, and it is absolutely necessary (EYFS), in which case, we will use appropriate physical intervention. For example, if a child was to run out in the road, we will hold onto their arm to stop them doing this. We will always be able to explain and justify to you, any physical intervention used with your child.

Risks

Before intervening physically to protect a child from immediate harm a practitioner will make decision make in a split second, considering the following factors. This is described as dynamic risk assessment.

* What is the immediate risk to this child if I do not intervene now?
* What might the risks be if I do intervene? If this was my child, what would I want someone looking after them to do in this situation?
* What is the minimum level of intervention that will be effective here? How can I do this as gently as possible for as short a time as possible and how am I going to manage myself to stay calm?

**Recording**

Any instance of physical intervention is fully recorded immediately and reported to the designated person as soon as possible on our Safeguarding incident reporting form, ensuring that it is clearly stated when and how parents were informed. Parents are asked to sign a copy of the form which is then kept on the child’s file. The designated person decides who will notify the parent and when, ensuring that the parent signs to say they have been notified. An individual risk assessment will be completed after any physical intervention with a child which considers the risks and likelihood of such behaviour re-occurring and how this will be managed. The risk assessment should be agreed and signed by parents.

Parents or carers play an important role in the management of behaviour at Flamstead Preschool. A child’s key worker will inform parents if recurrent unacceptable behaviour is a cause for concern and we will work together to understand any reasons and formulate an action plan.

We do however reserve the right to exclude a child should behaviour be frequently unacceptable and should the staff feel they are unsupported by the parents.

The Preschool Deputy Lead Practitioner, Karen Cooley, has responsibility for issues concerning behaviour and is required to check that all staff have relevant in-service training on handling children's behaviour. A record of staff attendance at the in-service training on handling children‘s behaviour is kept. Karen Cooley reports to the Lead Practitioner, Sarah McCarthy.

**Bullying**

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously.

If a child bullies another child we intervene and then explain to the child doing the bullying why this behaviour is inappropriate. We do not label children who bully and we give praise when they display acceptable behaviour. We will work with parents or carers to help the child develop more acceptable ways of behaving.

If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator will be informed.

The designated person will contact children’s social services if appropriate, i.e., if a child has been seriously injured, or if there is reason to believe that a child’s challenging behaviour is an indication that they themselves are being abused. If a cause for the behaviour is not known or only occurs whilst in the setting, then the setting manager/SENCo must suggest using a focused intervention approach to identifying a trigger for the behaviour such as the ABC approach, i.e. Antecedents – what happened before; Behaviour – what was the behaviour observed; Consequences – what happened after the event. If a trigger is identified, then the SENCo and key person must meet with the parents to plan support for the child through a graduated approach via SEN support**.** Aggressive behaviour by children towards other children will result in a staff member intervening immediately to stop the behaviour and prevent escalation using the agreed initial intervention approach. If the behaviour has been significant or may have a detrimental effect on the child, the parents of the victim of the behaviour and the parents of the perpetrator must be informed. If the setting has applied a physical intervention, they must follow the guidance as set out below. The designated person then completes our Safeguarding incident reporting form and contact Ofsted if appropriate. A record of discussions is recorded and parents are asked to sign.

Parents will also be asked to sign a risk assessments where the risk assessment relates to managing the specific behaviour of their child.

# **Challenging unwanted behaviour from adults in the setting**

We do not tolerate behaviour demonstrating dislike, prejudice, discriminatory attitudes or action towards any individual/group. This includes those living outside the UK (xenophobia). This also applies to behaviour towards specific groups of people and individuals who are British Citizens residing in the UK.

Allegations of discriminatory remarks or behaviour made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises. Where a parent makes discriminatory or prejudice remarks to staff at any time, or other persons while on the premises, this is recorded on the child’s file and is reported to the setting manager. The procedure is explained and the parent is asked to comply while on the premises. An ‘escalatory’ approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign awritten agreement not to make discriminatory remarks or behave in discriminatory or prejudice ways; the third stage may be considering withdrawing the child’s place.