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* Admissions
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| **B** | * British Values
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* Confidentiality and client access to records
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* Supervision of children on outings and visits
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Ofsted Registration Number: EY 431739 

**Health procedures**

**Administration of Medicine:**

Senior staff members must ensure consent forms are completed, medicines stored correctly and records kept.

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

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

**Consent for administering medication**

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

**Storage of medicines**

All medicines are stored safely. Refrigerated medication is stored separately or clearly labelled in the milk kitchen fridge, or in a marked box in the main kitchen fridge.

* The key person is 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. 04.2a Healthcare plan form must be completed. Key persons check that it is in date and return any out-of-date medication to the parent.
* Parents do not access where medication is stored, to reduce the possibility of a mix-up with medication for another child, or staff not knowing there has been a change.

**Record of administering medicines**

A record of medicines administered is kept in a filing cabinet and staff are informed of where and how to complete them correctly.

The medicine record book records:

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

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

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

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

* Risk assessment is carried out for children that require ongoing medication. This is the responsibility of the setting manager and key person. Other medical or social care personnel may be involved in the risk assessment.
* Parents contribute to risk assessment. They are shown around the setting, understand routines and activities and discuss any risk factor for their child.
* For some medical conditions, key staff will require basic training to understand it and know how medication is administered. Training needs is part of the risk assessment.
* Risk assessment includes any activity that may give cause for concern regarding an individual child’s health needs.
* Risk assessment also includes arrangements for medicines on outings; advice from the child’s GP’s is sought if necessary, where there are concerns.
* 04.2a Health care plan form is completed fully with the parent; outlining the key person’s role and what information is shared with other staff who care for the child.
* The plan is reviewed every six months (more if needed). This includes reviewing the medication, for example, changes to the medication or the dosage, any side effects noted etc.

**Managing medicines on trips and outings**

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

**Staff taking medication**

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

**Further guidance**

[Medication Administration Record](https://portal.eyalliance.org.uk/Shop#!prod/3a3f4ad6-7564-ea11-a811-000d3a0ba8fe/curr/GBP) (Early Years Alliance 2019)

**Legal framework**

 The Human Medicines Regulations (2012)

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| --- | --- | --- |
| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |
| Reviewed & updated on | *31st October 2022* | *(date)* |
| Reviewed onReviewed & Up-dated on Updated on **Reviewed on 27/11/23**  | *14th August 2014/15**09/09/2016, 17, 18,19**24/02/2020/2021/2022* | *(date)* |
| Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair, director or owner) | *Pre-School Manager* |  |

**Other useful Early Years Alliance publications**

Medication Record (2013) Daily Register and Outings Record (2012

Ofsted Registration Number: EY 431739  **Admissions:**

 **Policy statement**

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

**Procedures**

We operate an inclusion and equality policy and ensure that all children have access to nursery places and services irrespective of their gender, race, disability, religion or belief or sexual orientation of parents.

**Waiting List**

We operate a free waiting list and parents are encouraged to book early for places. We do not ask for a deposit.

Our admissions policy is on a first-come, first-served basis, but with the following exceptions:

* Current part-timers who wish to increase or change sessions are given priority over children on the waiting list.
* Siblings of children currently attending have next priority.

Prior to a child attending **Our Lady’s Pre-School**, parents must:

* give a copy of the child’s birth certificate,
* sign a copy of the Parent Contract – stating the hours your child attends. This is an agreement to allow us to claim the government funded place.
* sign our terms and conditions in our admission form, including acknowledgement of GDPR Privacy Notice & Retention Policy. These forms provide the setting with personal details relating to the child. For example, name, date of birth, address, emergency contact details, parental responsibilities, dietary requirements, collection arrangements, fees and sessions, contact details for parents, doctor’s contact details, health visitor contact details, allergies, additional needs, parental consent and vaccinations etc.

**Providing government funded places** – 2 year old funding, universal 15 hours and extended entitlement (30 hours)

All funded sessions are in line with the Government’s Statutory Guidance and Local Authority requirements. When you register your child for their funded place, we will discuss your needs, and as far as possible with availability and staffing arrangements we will accommodate your wishes. We will try to accommodate hours needed or if changes to hours are needed but this should be booked a term in advance. All funded or paid for sessions must be booked in advance and any changes or cancellation (notice to leave) must be made in writing with 4 weeks notice.

• Regular booked sessions require 4 weeks’ notice

• Ad Hoc sessions require 1 weeks’ notice, or at the manager’s discretion.

All settings registered to accept government funding must have a free offer for 2, 3 and 4 year olds.

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|  | **2 year old funding**  | **Universal 15 hours**  | **Extended Entitlement (30hours)** | These hours are free and will be allocated on a first-come, first-served basis, with above exceptions. |
| **Free Offer** | **Monday to Friday. Term Time Only****9am to 12pm. 5 days a week= 15 hours per week.****1pm to 4pm 5 days a week= 15 hours per week.** | **Monday to Friday. Term Time Only.****9am to 12pm. 5 days a week= 15 hours per week.****1pm to 4pm 5 days a week= 15 hours per week.** | **Monday to Friday** **Term Time Only.****9am to 12pm & 1pm to 4pm 5 days a week= 30 hours per week** |
| **Intake** | Term after child turns two | Term after child turns three until compulsory school age | Term after parents applies and child turns three |

|  |  |  |
| --- | --- | --- |
| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |
| On | 14th August 2014 | *(date)* |
| Date to be reviewedReviewed on***Reviewed 27/11/2023 by*** ***Anne Marie Glancy*** | 14th August 20158th September 2016/17/18/19/20/21/22 | *(date)* |
| Signed on behalf of the provider |  |  |
| Name of signatory | Anne Marie Glancy |  |
| Role of signatory (e.g. chair, director or owner) | Pre-School Manager  |  |

**Other useful Early Years Alliance publications**

 Seasonal Hello Posters (2006)



Ofsted Registration Number: EY 431739

**Animals in the setting:**

**Policy statement**

Children learn about the natural world, its animals and other living creatures, as part of the Learning and Development Requirements of the Early Years Foundation Stage. This may include contact with animals, or other living creatures, either in the setting or on visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

**Procedures**

*Animals in the setting as pets*

 We take account of the views of parents and children when selecting an animal or creature to be brought into the setting, as well as any allergies or issues that individual children may have any animals or creatures.

 We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.

 We teach children the correct handling and care of the animal or creature and supervise them at all times.

 We ensure that children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.

 We wear disposable gloves when cleaning housing or handling soiled bedding.

 If animals or creatures are brought in by visitors to show the children, they are the responsibility of their owner.

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

*Visits to farms*

 Before a visit to a farm, we will carry out a risk assessment - this may take account of safety factors listed in the farm’s own risk assessment, which should be viewed.

 We contact the venue in advance of the visit to ensure that there has been no recent outbreak of E.coli or other infections. If there has been an outbreak, we will review the visit and may decide to postpone it.

 We follow our outings procedure.

 Children wash and dry their hands thoroughly after contact with animals.

 Outdoor footwear worn to visit farms is cleaned of mud and debris as soon as possible on departure and should not be worn indoors.

 We advise staff and volunteers who are, or may be, pregnant to avoid contact with ewes and to consult their GP before the visit.

**Legal framework**

 The Management of Health and Safety at Work Regulations (1999)

**Further guidance**

 Health and Safety Regulation…A Short Guide(HSE 2003)

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| --- | --- | --- |
| This policy was adopted by | Our Lady’s Pre-School | (name of provider) |
| On | *14th August 2014* | (date) |
| Date to be reviewedRead & reviewed onReviewed on**Reviewed on 27/11/2023 by AM Glancy Manager.** | *14th August 2015**8th September 2016/17/18/19****24/02/2020/21/22*** | (date) |
| Signed on behalf of the management committee |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair/owner) | *Pre-School Manager* |  |

Ofted Registration Number: EY431739

**British values:**

**Policy statement**

We at Our Lady’s Pre-School actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

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

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children’s earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

**Procedures**

*British Values*

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

* *Democracy*, or making decisions together (through the prime area of Personal, Social and Emotional Development)
* As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other’s views and values, and talk about their feelings, for example, recognising when they do or do not need help.
* Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
* *Rule of law*, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
* Practitioners ensure that children understand their own and others’ behaviour and its consequence.
* Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
* *Individual liberty***, or** freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
* Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
* Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class.
* *Mutual respect and tolerance*, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
* Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
* Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
* Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other’s opinions.
* Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children’s experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.
* *In our setting it is not acceptable to:*
* actively promote intolerance of other faiths, cultures and races
* fail to challenge gender stereotypes and routinely segregate girls and boys
* isolate children from their wider community
* fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

*Prevent Strategy*

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

**Legal framework**

Counter-Terrorism and Security Act 2015

**Further guidance**

Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)

Fundamental British Values in the Early Years (Foundation Years 2015)

Prevent Duty Guidance: for England and Wales (HMG 2015)

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

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| --- | --- | --- |
| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |
| On | 21/10/15 | *(date)* |
| Date to be reviewed**Reviewed on 27/11/2023****By AM Glancy** | 21/10/1609/09/16/17/18/19/20/21/22  | *(date)* |
| Signed on behalf of the provider | AM Glancy |
| Name of signatory | Anne Marie Glancy |
| Role of signatory (e.g. chair, director or owner) | Manager/Owner |

**Other useful Early Years Alliance publications**

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

Ofsted Registration Number: EY431739 

**Children’s records:**

**Policy statement**

We have record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the General Data Protection Regulations (GDPR) (2018) and the Human Rights Act (1998).

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

**Procedures**

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

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

*Developmental records*

* These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports. We now use an online developmental journal called Tapestry. This allows parents direct access to their child’s progress, by using a password system.
* These are usually kept in locked filing cabinet in locked cupboard and can be accessed, and contributed to, by our staff, the child and the child’s parents.

Personal records

These may include the following (as applicable):

* Personal details – including the child’s registration form and any consent forms.
* Contractual matters – including a copy of the signed parent contract, the child’s days and times of attendance, a record of the child’s fees, any fee reminders or records of disputes about fees.
* Child’s development, health and well-being – including a summary only of the child’s EYFS profile report, a record of discussions about every day matters about the child’s development health and well-bring with the parent.
* Early Support – including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs an SEND Support Plan) and records of any meetings held.
* Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, an Education, Health and Care Plan and any information regarding a Looked After Child.
* Correspondence and Reports – including a copy of the child’s Integrated 2 Year Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies. This is all in line with Information Sharing and explicit, written parental consent.
* These confidential records are stored in a lockable file or cabinet, which is always locked when not in use and which our manager and deputy manager keeps secure in an office or other suitably safe place.
* We read any correspondence in relation to a child, note any actions and file it immediately
* We ensure that access to children’s files is restricted to those authorised to see them and make entries in them, this being [our manager, deputy or designated person for child protection, the child’s key person, or other staff as authorised by myself and other staff as authorised by me].
* We may be required to hand children’s personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a S11 audit, as long as authorisation is seen. We ensure that children’s personal files are not handed over to anyone else to look at.
* Parents have access, in accordance with our Privacy Notice, Confidentiality and Client Access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.
* Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Our staff induction programme includes an awareness of the importance of confidentiality in the role of the key person.
* We retain children’s records for one year after they have left the setting; except records that relate to an accident, child protection matter, SEND and/ or (Government Funding 6 years) which are kept until a child reaches the age of 21 years or 25 years respectively. These are kept in a secure place.

## *Archiving children’s files*

* When a child leaves our setting, we remove all paper documents from the child’s personal file and place them in a robust envelope, with the child’s name and date of birth on the front and the date they left.
* We seal this and place it in an archive box, stored in a safe place (i.e. a locked cabinet) for one year. Then they are destroyed. Unless otherwise documented as above.
* Data which is kept electronically is password protected, stored as above and is saved on external hard drive.
* Where there were s.47 child protection investigations, we mark the envelope with a star and archive it for 25 years.
* We store financial information according to our finance procedures.

## *Other records*

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

**Legal framework**

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

**Further guidance**

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

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| --- | --- | --- | --- | --- |
| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |  | *(name of provider)* |
| On | 07/09/2015 | *(date)* |  | *(date)* |
| Read & ReviewedRead & Updated in line with GDPR**Reviewed on 27/11/2023 by AM Glancy** | 08/09/2016 & *September 2017**09/05/2018/19/20/21/22* | *(date)* |  | *(date)* |
| Signed on behalf of the provider | AM Glancy |  |  |
| Name of signatory | Anne Marie Glancy |  |  |
| Role of signatory (e.g. chair, director or owner) | Manager/Owner |  |  |

**Children’s rights and entitlements:** 

 **Policy statement**

 We at Our Lady’s Pre-School promote children's right to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.

 We promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.

 We promote children's right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.

 We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.

 We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

**What it means to promote children’s rights and entitlements to be ‘*strong, resilient and listened to’.***

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 our setting and in community life;

 confident in their own abilities and proud of their achievements;

 progressing optimally in all aspects of their development and learning;

 part of a peer group in which they learn to negotiate, develop social skills and an identity as global citizens, respecting the rights of others in a diverse world; and

 able to represent themselves and participate 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 themselves and others;

 develop a sense of responsibility towards themselves and others; and

 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; and

 adults respect children’s rights and facilitate children’s participation and representation in imaginative and child centred ways in all aspects of core services.

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| --- | --- | --- |
| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |
| On | *14th August 2014* | *(date)* |
| Date to be reviewed***Read & Reviewed on: 27 /11/2023*** | *14th August 2015**9th September 2016* ***/*** *17/18/24/02/20/21/22*  | *(date)* |
| Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair, director or owner) | *Pre-School Manager* |  |



Ofsted Registration Number: EY 431739

**Confidentiality and client access to records:**

**Policy statement**

*‘Confidential information is information that is not normally in the public domain or readily available from another source, it should have a degree of sensitivity and value and be subject to a duty of confidence. A duty of confidence arises when one person provides information to another in circumstances where it is reasonable to expect that the information will be held in confidence.'*

*Information Sharing: Guidance for Practitioners and Managers* (DCSF 2008)

In our setting, the manager and staff can be said to have a ‘confidential relationship’ with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. We have record keeping systems in place that meet legal requirements; the means that we use to store and share that information takes place within the framework of the General Data Protection Regulations (2018) and the Human Rights Act (1998).

**Confidentiality procedures**

 Most things that happen between the family, the child and the setting are confidential to our setting. In exceptional circumstances information is shared, for example with other professionals or possibly social care or the police.

 Information shared with other agencies is done in line with our Information Sharing Policy.

 We always check whether parents regard the information they share with us to be confidential or not.

 Some parents may share information about themselves with other parents as well as with our staff; we cannot be held responsible if information is shared by those parents whom the person has ‘confided’ in.

 Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it. We are not responsible should that confidentiality be breached by participants.

 We inform parents when we need to record confidential information beyond the general personal information we keep (see our Children's Records Policy and Privacy Notice) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.

 we keep all records securely (see our Children's Records Policy and Privacy Notice).

 Information is kept in a manual file or electronically. [our staff/I] may also use a computer to type reports, or letters. Where this is the case, the typed document is deleted from the PC and only the hard copy kept.

 Information is kept in a manual file, or electronically. [Our staff/I] may also use a computer to type reports, or letters. Where this is the case, the typed document is deleted from the PC and only the hard copy kept.

 Our staff discuss children’s general progress and well-being together in meetings, but more sensitive information is restricted to our manager and the child’s key person, and is shared with other staff on a need to know basis.

 We do not discuss children with [staff who are not involved in the child’s care, nor with] other parents or anyone else outside of the setting.

 Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.

 Where third parties share information about an individual; our practitioners and manager check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.

**Client access to records procedures**

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

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

 Any request to see the child’s personal file by a parent or person with parental responsibility must be made in writing to the manager.

 We acknowledge the request in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.

* Our written acknowledgement allows one month for the file to be made ready and available. We will be able to extend this by a further two months where requests are complex or numerous. If this is the case, We will inform you within one month of the receipt of the request and explain why the extension is necessary
* A fee may be charged for repeated requests, or where a request requires excessive administration to fulfil.

 I may seek legal advice before sharing a file.

 I go through the file and ensure that all documents have been filed correctly, that entries are in date order and that there are no missing pages. I note any information, entry or correspondence or other document which mentions a third party.

 We write to each of those individuals explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is.

 They are asked to reply in writing to me giving or refusing consent for disclosure of that material.

 We keep copies of these letters and their replies on the child’s file.

 ‘Third parties’ include each family member noted on the file; so where there are separate entries pertaining to each parent, step parent, grandparent etc, we write to each of them to request third party consent.

 Third parties also include workers from any other agency, including children's social care and the health authority for example. Agencies will normally refuse consent to share information, preferring instead for the parent to be redirected to those agencies for a request to see their file held by that agency.

 Members of my staff should also be written to, but I reserve the right under the legislation to override a refusal for consent or to just delete the name of the staff member and not the information. I may grant refusal if the member of staff has provided information that could be considered ‘sensitive’ and the staff member may be in danger if that information is disclosed; or if that information is the basis of a police investigation. However, if the information is not sensitive, then it is not in my interest to withhold that information from a parent. In each case this should be discussed with members of staff and decisions recorded.

 When I have received all the consents/refusals I take a photocopy of the complete file. On the copy of the file, I remove] any information that a third party has refused consent for me to disclose and blank out any references to the third party, and any information they have added to the file, using a thick marker pen.

 What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the ‘clean copy’.

 We photocopy the ‘clean copy’ again and collate it for the parent to see.

 I inform the parent that the file is now ready and invite[s] him/ her to make an appointment to view it.

 I meet with the parent to go through the file, explaining the process as well as what the content of the file records about the child and the work that has been done. Only the person(s) with parental responsibility can attend that meeting, or the parent’s legal representative or interpreter.

 The parent may take a copy of the prepared file away; but, to ensure it is properly explained to and understood by the parent, we never hand it over without discussion.

 It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. Our recording procedures and guidelines ensure that the material reflects an accurate and non-judgemental account of the work we have done with the family.

 If a parent feels aggrieved about any entry in the file, or the resulting outcome, then we refer the parent to our complaints procedure.

 The law requires that the information we hold must be held for a legitimate reason and must be accurate. If a parent says that the information we hold is inaccurate, then the parent has a right to request for it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent, we retain the right not to change that entry, but we can record the parent’s view of the matter. In most cases, we would have given a parent the opportunity at the time to state their side of the matter, and it would have been recorded there and then.

 If there are any controversial aspects of the content of a child’s file, we must seek legal advice. This might be where there is a court case between parents, where social care or the police may be considering legal action, or where a case has already completed and an appeal process is underway.

 We never ‘under-record’ for fear of the parent seeing, nor do we make ‘personal notes’ elsewhere.

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

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

**Legal framework**

* General Data Protection Regulations (GDPR) (2018)

 Human Rights Act (1998)

**Further guidance**

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

|  |  |  |
| --- | --- | --- |
| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |
| On | *8th September 2014* | *(date)* |
| Date to be reviewedRead & Reviewed on***Updated in line with GDPR 24/02/2020/21/22******Read & reviewed on 27/11/2023*** | *8th September 2015**9th September 2016 &17**09/05/2018/19* | *(date)* |
| Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair, director or owner) | *Pre-School Manager* |  |

Osted Registration Number: EY 431739

**4.5(a) Managing a suspected case of Coronavirus:**

From 21 February, childcare providers do not have to notify Ofsted of any COVID-19 cases at their setting, whether in staff or children.

**The main symptoms of coronavirus are:**

* a high temperature
* a new continuous cough – this means coughing a lot, for more than an hour, or three or more coughing episodes in 24 hours
* a loss of change to smell or taste – this means they cannot smell or taste anything, or things smell or taste different to normal

Please refer to the latest government guidance.

Can my child go to nursery with COVID?

**Children and young people with mild symptoms such as a runny nose, sore throat, or slight cough, who are otherwise well, can continue to go to school, college or childcare**. However, those who are unwell and have a high temperature should stay at home and avoid contact with other people where they can.11 Oct 2023.

The focus on coronavirus must not detract from staff being alert to the signs and symptoms linked to other serious illness as detailed below:

**What to do if a child seems very unwell**

Children and babies will still get illnesses that can make them very unwell quickly. It is important to get seek medical help and to contact the child’s parents immediately.

**Call 999 if a child:**

* has a stiff neck
* has a rash that does not fade when you press a glass against it
* is bothered by light
* has a seizure or fit for the first time
* has unusually cold hands
* has pale, blotchy, blue or grey skin
* has a weak, high-pitched cry that is not like their usual cry
* is extremely agitated (does not stop crying) or is confused
* finds it hard to breathe
* has a soft spot on their head that curves outwards
* is not responding like they normally do

**Government Guidelines October 2023**

**Early Years Alliance September 2022**

**Read, Updated & Signed by Anne Marie Glancy. Manager 01/12/23**

Ofsted Registration Number; EY 431739

**Early years prospectus:**

Our Lady’s Pre-School Early Years Prospectus for Parents.

312 High Street, St Mary Cray, Orpington, Kent. BR5 4AR.

Tel-07983 660589

ourladyspreschool2011@gmail.com

Website-www.ourladyspreschool.net

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Welcome to Our Lady’s Pre-School and thank you for registering your child with us.

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

This prospectus aims to provide you with an introduction to our setting], our routines and our approach to supporting your child’s learning and development and how we aim to work together with you to best meet your child’s individual needs.

**Our setting aims to:**

* provide high quality care and education for children below statutory school age.
* work in partnership with parents to help children to learn and develop.
* add to the life and well-being of the local community; and
* offer children and their parents a service that promotes equality and values diversity.

**Parents**

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

* valued and respected.
* kept informed.
* consulted.
* involved; and
* included at all levels.

**Children's development and learning**

We aim to ensure that each child:

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

***The Early Years Foundation Stage***

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2012): Statutory guidance

***Revised Early years foundation stage (EYFS) statutory framework*.** Last updated September 2023.

* ***A Unique Child***

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

* ***Positive Relationships***

Children learn to be strong and independent through positive relationships.

* ***Enabling Environments***

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

* ***Learning and Development***

Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

**How we provide for development and learning**

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

*The Areas of Development and Learning comprise:*

* ***Prime Areas***
* Personal, social and emotional development.
* Physical development.
* Communication and language.
* ***Specific Areas***
* Literacy.
* Mathematics.
* Understanding the world.
* Expressive arts and design.

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

The *Early Years Outcomes* (DfE 2013) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

***Personal, social and emotional development***

* making relationships;
* self-confidence and self-awareness; and
* managing feelings and behaviour.

***Physical development***

* moving and handling; and
* health and self-care.

***Communication and language***

* listening and attention;
* understanding; and
* speaking.

***Literacy***

* reading; and writing.

***Mathematics***

* numbers; and
* shape, space and measure.

***Understanding the world***

* people and communities;
* the world; and
* technology.

***Expressive arts and design***

* exploring and using media and materials; and
* being imaginative.

**Our approach to learning and development and assessment**

***Learning through play***

Being active and playing supports young children’s learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS statutory guidance on education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves, and activities planned and led by practitioners.

***Characteristics of effective learning***

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

* playing and exploring - engagement;
* active learning - motivation; and
* creating and thinking critically - thinking.

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

***Assessment***

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We make periodic assessment summaries of children’s achievement based on our on-going development records. These form part of children’s records of achievement. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves into a different group or when they go on to school.

***The progress check at age two***

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child’s development in the three prime areas of learning and development - personal, social and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months. Your child’s key person is responsible for completing the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

**Records of achievement**

We keep a record of achievement for each child. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work in partnership with you to keep this record. To do this you and [she/he/I] will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. Together, we will then decide on how to help your child to move on to the next stage.

**Working together for your children**

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. (We usually have a higher ratio than the legal requirement) We also have volunteer parent helpers, where possible, to complement these ratios. This helps us to:

* give time and attention to each child;
* talk with the children about their interests and activities;
* help children to experience and benefit from the activities we provide; and
* allow the children to explore and be adventurous in safety.

The staff who work at our setting are:

|  |  |  |
| --- | --- | --- |
| **Name** | **Job Title** | **Qualifications and Experience** |
| Anne Marie Glancy | Pre-School Manager.50 Years’ experience as a Child Care Practitioner.Paediatric First Aider/Designated Child Protection Officer. Fire Safety Marshal.  | Diploma Level 3. Grade A in Childcare & Education. Anaphylactic & Epi-pen Training. Administering prescribed medicines. NVQ in EY & Education. Access to Nursing -18 Level 3 credits.City & Guilds Level 3 in Delivering Learning of the EYFS.Edexcel Level 3 Trained Assessor of the EYFS. FGM Training. Prevent Training. FGM online training. LADO. Observation training.Health & Safety/Fire Safety & Manual Handling. Covid Prevent online training.  |
| Dannielle Glancy` | Trainee Manager.Diploma level 3 in Child care & Education.Designated Safeguarding Lead.Fire Safety Marshal. | Management & Leadership 2 day training. Paediatric First Aider. Anaphylactic & Epi-pen Training. Administering prescribed medicines. Food Hygiene Level-2. GPDR. Prepare for Ofsted Training. Health & Safety/Fire Safety & Manual Handling. Communication is Key/S&L. FGM. Prevent. LADO. Ofsted-Revised EYFS. SEND Forum. |
| Tania Tuckfield | Diploma level 3. Resources Manager.Designated Safeguarding Lead. Fire Safety Marshall. | Level 3 Diploma in Childcare & Education. Paediatric First Aider. Anaphylactic& Epi-pen Training. Administering prescribed medicines. Safeguarding. Food Hygiene Lev-2. Health & Safety/Fire Safety & Manual Handling. Prevent. FGM. LADO. Ofsted-Revised EYFS. |
| Anne-Marie Davies | Pre-School Teacher (music) Level 6 | 25 Years as a qualified primary school teacher. Paediatric First Aider. Anaphylactic& Epi-pen Training. Administering prescribed medicines. Safeguarding. Health & Safety/Fire Safety & Manual Handling. FGM. LADO. Prevent. Ofsted-Revised EYFS. |
| Hannah Paton | Level 2 Childcare Qualification.Diploma Level 3.Trained SENCO.Designated Safeguarding Lead.Fire Safety Marshall. | Paediatric First Aid Training. SEND 3.5 days Training. Online SEND Training. FGM. Management & Leadership 2 day training. Health & Safety/Fire Safety & Manual Handling. Communication is Key/S&L. Observation training. Prepare for Ofsted Training. Prevent. LADO.Ofsted-Revised EYFS. SEND Forum. |
| Jayne Sawyer | Level 3 Diploma. Childcare & EducationDesignated Safeguarding Lead.Fire Safety Marshall. | Safeguarding. Paediatric First Aid Training. Food Hygiene Level-2. FGM. Prevent. LADO. GDPR.Ofsted-Revised EYFS. Ofsted-Revised EYFS. |
| Kerry Lynch | Level 2 Childcare Qualification.Designated Safeguarding Lead.Fire Safety Marshall. | Paediatric First Aider. Safeguarding. Anaphylactic& Epi-pen Training. Administering prescribed medicines. Food Hygiene Level-2. Prevent. FGM. LADO.Health & Safety/Fire Safety & Manual Handling. Ofsted-Revised EYFS. |
| Georgia Carpenter | Level 2 Childcare Qualification. | Paediatric First Aider. Safeguarding.Food Hygiene Level-2. Prevent. LADO. FGM. |
| Kirstie Augustine | Pre-School Assistant.Fire Safety Marshall. | Paediatric First Aider. Safeguarding.Food Hygiene Level-2. Prevent. LADO. FGM |
| Gill Glancy | Financial Controller/Assistant.Fire Safety Marshall. | Paediatric First Aider. Safeguarding. Anaphylactic& Epi-pen Training. Administering prescribed medicines. Food Hygiene Level-2. LADO. Prevent. FGM.Health & Safety/Fire Safety & Manual Handling. Ofsted-Revised EYFS. |
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| --- | --- | --- |
| We are open for | 38 | weeks each year, term time only. |
| We are open for | 5 | days each week. Mon-Fri |
|

|  |  |
| --- | --- |
| The times we are open are | 09.00 to 16.00pm |

 |  |  |
|  |  |  |
| We provide care and education for young children between the ages of: |
| 2 | and | 5 | years. |

**How parents take part in the setting**

Our setting recognises parents as the first and most important educators of their children. All of our staff see themselves as partners with parents in providing care and education for their children. There are many ways in which parents take part in making our setting a welcoming and stimulating place for children and parents, such as:

* exchanging knowledge about their children's needs, activities, interests and progress with us;
* contributing to the progress check at age two;
* helping at sessions of the setting;
* sharing their own special interests with the children;
* helping to provide and look after the equipment and materials used in the children's play activities;
* joining in community activities, in which the setting takes part; and
* building friendships with other parents in the setting.

**Joining in**

Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting when we had the local fire brigade come to visit the children; allowing them to sit in the fire engine and help to use the hose.

We welcome parents to drop into the setting to see it at work or to speak with the staff or myself, we have an open door policy which we encourage parents to visit when it suits them. *(apart from the busy lunch time period).*

**Key person and your child**

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare that we provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from our activities.

**Learning opportunities for adults**

As well as gaining childcare qualifications, the staff and I take part in further training to help us to keep up-to date with thinking about early years care and education. We also keep up-to-date with best practice, as a member of the Early Years Alliance, through *Under 5* magazine and other publications produced by the Alliance.

We also have regular in-house trainer by a qualified Early Years Educator/Consultant.

The setting's timetable and routines.

At our setting we believe that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in our setting are provided in ways that:

* help each child to feel that she/he is a valued member of the setting;
* ensure the safety of each child;
* help children to gain from the social experience of being part of a group; and
* provide children with opportunities to learn and help them to value learning.

**The session\***

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the large indoor hall.

**Snacks and meals**

We make snacks and meals a social time for the children. We provide the children with a large selection of healthy and nutritious fruits, vegetables and salad vegetables; pitta bread and dips; cheese and crackers. We will ask you on the registration form to provide us with details of any allergies, cultural dietary requirements and/or if your child is vegetarian or vegan.

**Clothing**

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves. This includes independently going to the toilet and putting on/taking off outdoor clothes. Clothing that is easy for them to manage will help them to do this. We also have a pre-school uniform, which is not compulsory, but we can order for you if you wish.

**Policies**

The staff or I will explain our policies and procedures to you. A hard copy will be available on the desk at all times. Copies of which are available on our website at; www.ourladyspreschool.net

Our policies help us to make sure that the service provided by our setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

**Information we hold about you and your child**

We have procedures in place for the recording and sharing of information [data] about you and your child that is compliant with the principles of the GDPR General Data Protection Regulations (2018) as follows:

The data is we collect is

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

When you register your child with us we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

**Safeguarding children**

Our setting has a duty under the law to help safeguard children against suspected or actual ‘significant harm’. Our employment practices ensure children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures that we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies, when necessary, to help families in difficulty. This also includes anyone who may be suffering from mental health issues.

**Special needs**

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs Code of Practice (2001). Children and Families Act 2014.

|  |  |
| --- | --- |
| Our Special Educational Needs Co-ordinator is | **Hannah Paton** |

|  |  |
| --- | --- |
| The setting is owned and managed by  |  **Anne Marie Glancy** |

[This is a private family owned business.]

**Fees**

The fees are £5 per hour payable [monthly/weekly/daily/half-termly/termly] in advance. Fees must still be paid if children are absent due to illness or taking time off for holidays etc. If your child has to be absent over a long period of time please talk to Anne Marie or Dannielle who is our manager and trainee manager.

For your child to keep her/his place at our setting, you must pay the fees. We are in receipt of nursery education funding for two, three and four year olds; where funding is not received, then fees apply. If you are experiencing difficulties please also speak to the manager.

**Starting at our setting**

*The first days*

We want your child to feel happy and safe with us. To make sure that this is the case, the staff and I will work with you to decide on how to help your child to settle into the setting. Our policy on the Role of the Key Person and Settling-in is enclosed with this prospectus or is available from a member of staff.

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. Our staff and I are always ready and willing to talk with you about your ideas, views or questions.

As stated before we have an open door policy where you are welcome to come in at any time to talk to the manager/keyperson, about your child’s progress, or any concerns you may have (With the exception of the busy lunchtime period between 12-13pm)

With many thanks Anne Marie. Our Lady’s Pre-School Manager.

**Updated in line with GDPR on 08/05/2018**

**Reviewed and up-dated on 01/12/2023**

**Anne Marie Glancy.**

Ofsted Registration Number: EY 431739

**Employment:**

**Policy statement**

I meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that my staff and volunteers are appropriately qualified, and I carry out checks for criminal and other records through the Disclosure and Barring Service (DBS) in accordance with statutory requirements.

**Procedures**

***Vetting and staff selection***

 I work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.

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

 I welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by my imposing conditions or requirements that are not justifiable.

 I follow the requirements of the Early Years Foundation Stage and Ofsted guidance on checking the suitability of all staff and volunteers who will have unsupervised access to children. This includes obtaining references and ensuring they have a satisfactory enhanced criminal records check with barred list(s) check through the DBS. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) and the Protection of Freedoms Act (2012) for the vetting and barring scheme.

 Where an individual is subscribed to the DBS Update Service I will carry out a status check of their DBS certificate, after checking their identity and viewing their original enhanced DBS certificate to ensure that it does not reveal any information that would affect their suitability for the post.

 I keep all records relating to the employment of our staff and volunteers; in particular those demonstrating that suitability checks have been done, including the date of issue, name, type of DBS check and unique reference number from the DBS certificate, along with details of our suitability decision.

 My staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with me. Suitability declarations and supervision, including the well-being of staff is conducted every 3 months.

 I will obtain consent from my staff and volunteers to carry out on-going status checks of the Update Service to establish that their DBS certificate is up-to-date for the duration of their employment with me.

 Where I become aware of any relevant information which may lead to the disqualification of an employee, I will take appropriate action to ensure the safety of children. In the event of disqualification, that person’s employment with me will be terminated.

***Notifying Ofsted of changes***

 I will inform Ofsted of any changes to our Registered Person (director(s)/owner(s) our provision) and our manager.]

***Training and staff development***

 Our manager, deputy and 4 other members of staff hold the CACHE Level 3 Diploma for Childcare & Education, 2 members hold the Level 2 and we have a qualified primary school teacher who holds a Level 6.

 All my staff and volunteers are competent in their work and receive appropriate training and support.

 I provide regular in-service training to all my staff - whether paid staff or volunteers - through Early Years and external agencies.

 My budget allocates resources to training.

 I provide my staff with induction training in the first month of their employment. This induction includes my Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures are introduced within an induction plan over the first three months.

 I support the work and well-being of my staff by holding termly supervision meetings

 I am committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

***Staff taking medication/other substances***

 If a member of staff is taking medication which may affect their ability to care for children, I ensure that they seek further medical advice. My staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.

 Staff medication on the premises will be stored securely and kept out of reach of the children at all times.

 If I have reason to believe that a member of my staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.

***Managing staff absences and contingency plans for emergencies***

 My staff take their holiday breaks when the setting is closed. Where a staff member may need to take time off for any reason other than sick leave or training, this is agreed with me with sufficient notice.

 Where my staff are unwell and take sick leave in accordance with their contract of employment, I organise cover to ensure ratios are maintained.

 Sick leave is monitored and action is taken where necessary, in accordance with the individual’s contract of employment.

 I have contingency plans to cover staff absences, as follows:

I always ensure that the staff ratio is higher than the number of children who are due to attend.

This also helps by the fact that we have a qualified teacher who can have the 1-13 ratio, (for the three to four year olds) which we try to use only in emergencies.

Part time staff are very accommodating if I need them to cover for any of their colleagues.

As I am not usually part of the ratio, I can also be included to ensure that strict ratios are adhered to.

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| --- | --- | --- |
| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |
| On | *8th September 2014* | *(date)* |
| Date to be reviewedRead & Reviewed on:  | *8th September2015/16/17/18/19/20/21/22* | *(date)* |
| **Reviewed 01/12/2023**Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair, director or owner) | *Pre-School Manager* |  |

**Other useful Early Years Alliance publications**

 Employee Handbook (2012)

 Recruiting and Managing Employees (2011)

Ofsted Registration Number: EY 431739

**Female Genital Mutilation:**

 [Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 (“the 2003 Act”). **It is a form of child abuse and violence against women.** FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.]

**Policy Statement:**

It is our Policy to ensure that all members of staff have received online training and have obtained a certificate for undergoing this training, which is now updated every two years.

All staff have in-house training to increase their knowledge and understanding regarding this very sensitive issue and to be aware of our legal obligations should there be any suspicion of this illegal act being carried out or any children who may be at risk. This is also covered in our Safeguarding courses.

Staff to read the copy of Government Legislation and to watch the online film together to discuss and share information. Also to be discussed at staff meetings.

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| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |
| On | *10th October 2016* | *(date)* |
| Date reviewed**Reviewed & Updated:** **01/12/23 by AM Glancy**  | *8th September 2017/18/19/20/21/22* | *(date)* |
| Signed on behalf of the provider | *Anne Marie Glancy* |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair, director or owner) | *Pre-School Manager* |  |



Ofsted Registration Number: EY 431739

**Fire Prevention Policy:**

**Policy Statement**

**Keeping children safe from fire**

* Check that all heaters are being used in accordance with the manufacturers’ instructions.
* Check that any heating system is being maintained correctly.
* Check all plugs and leads regularly and see that you have socket guards on any plugs not being used.
* Mandatory smoking rules to be stringently observed on the premises.
* All soft furnishings and dressing up clothes should be made of flame-resistant material.
* Free access to all doors and fire exits, which should be kept unlocked.
* Fire extinguishers should checked once a year and all staff should know how to use them.
* All staff should know who has a mobile phone that will be used in an emergency.

The fire drill procedures are clearly displayed for all the parents, helpers and visitors to see.

All staff and regular helpers should be given a copy.

Fire drills are held twice each half term, morning and afternoon. A member of staff should record in the register when a fire drill is being held; who was present, how long it took and what happened.

The assembly point identified in the Fire Drill should be at least 50 meters away for the building and should not block the access for the emergency services.

Although it is important not to frighten children, the staff must feel confident that they will respond immediately to Fire Drill instructions and leave the building in a quick and orderly manner without panic. The exercise of Fire Drills is to ensure that staff can evacuate the building safely and quickly.

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| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |
| On | *14th August 2014* | *(date)* |
| Date to be reviewedReviewed & Updated on02/12/23 by AM Glancy | *14th August 2015**14th September 2016/17/18/19/20/21/22* | *(date)* |
| Signed on behalf of the provider | *Anne Marie Glancy* |  |
|  |  |  |

 | Our Lady’s Pre-SchoolAnne Marie Glancy /Manager | *(name of provider)* |
|  |  |  |

Ofsted Registration Number: EY 431739

**Fire safety and emergency evacuation:**

**Policy statement**

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and our staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer or Fire Safety Consultant.

**Procedures**

*Fire safety risk assessment*

**** The basis of fire safety is risk assessment, carried out by a ‘competent person’.

**** The manager and staff have received training in fire safety sufficient to be competent to carry out the risk assessment; this will be written where there are more than five staff and will follow the Government guidance Fire Safety Risk Assessment - Educational Premises (HMG 2006).

**-** Our fire safety risk assessment focuses on the following for each area of the setting:

**-** Electrical plugs, wires and sockets.

**-** Electrical items.

**-** Gas boilers.

**-** Cookers.

**-** Matches.

**-** Flammable materials – including furniture, furnishings, paper etc.

**-** Flammable chemicals .

**-** Means of escape.

**-** Anything else identified.

**** Where we rent premises, we will ensure that we have a copy of the fire safety risk assessment that applies to the building and that we contribute to regular reviews.

*Fire safety precautions taken*

**** We ensure that fire doors are clearly marked, never obstructed and easily opened from the inside.

**** We ensure that smoke detectors/alarms and firefighting appliances conform to BS EN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.

**** We have all electrical equipment checked annually by a qualified electrician. Any faulty electrical equipment is taken out of use and either repaired or replaced.

**** We ensure sockets are covered. Our emergency evacuation procedures are approved by the Fire Safety Officer and are:

**-** clearly displayed in the premises;

**-** explained to new members of staff volunteers and parents; and

**-** practised regularly, twice every half term, both morning and afternoon.

 Records are kept of fire drills and of the servicing of fire safety equipment.

*Emergency evacuation procedure*

Every setting is different and the evacuation procedure will be suitable for each setting. It must cover procedures for practice drills including:

 How children are familiar with the sound of the fire alarm. (Bell only: (Whistle for ACT, where children are escorted to the very large resource cupboard when they hear the whistle) We place two whistles at either side of the hall and one in the toilet.

 How the children, staff and parents know where the fire exits are.

 How children are led from the building to the assembly point.

 How children will be accounted for and who by.

 How long it takes to get the children out safely.

 Who calls the emergency services, and when, in the event of a real fire.

 How parents are contacted.

*Fire drills*

We hold fire drills twice every half term and record the following information about each fire drill in the fire drill record book:

 The date and time of the drill.

 Number of adults and children involved.

 How long it took to evacuate.

 Whether there were any problems that delayed evacuation.

 Any further action taken to improve the drill procedure.

**Legal framework**

 Regulatory Reform (Fire Safety) Order 2005

**Further guidance**

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

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| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |
| On | *14th August 2014* | *(date)* |
| Date to be reviewedReviewed on**Reviewed & Updated by Dannielle Glancy on 02/12/2023** | *14th August 2015**14th September 2016/17**28/12/2018 / 24/02/2020 21/22* | *(date)* |
| Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair, director or owner) | *Pre-School Manager* |  |

Ofsted Registration Number: EY 431739

 **First aid:**

**Policy statement**

We are able to take action to apply first aid treatment in the event of an accident involving a child or adult.

All staff undergo a twelve hour paediatric first aid course, to ensure the highest standard of care and treatment should there be an accident involving a child or adult. The first aid qualification includes first aid training for infants and young children. We aim to ensure that first aid training is intensive and relevant to adults caring for young children.

Most staff have undergone Anaphylactic and Epi-pen Training and Administering Medicines. An NHS nurse from the Phoenix Children’s Centre delivered this session in house to all staff with Certification. An NHS nurse is came in January 23 to update epi-pen training.

**Procedures**

*The first aid kit*

Our first aid kit is accessible at all times and contains the following items [please adjust the list to include anything else which is deemed necessary]:

 Triangular bandages (ideally at least one should be sterile) x 4.

 Sterile dressings:

**-** Small x 3.

**-** Medium x 3.

**-** Large x 3.

 Composite pack containing 20 assorted (individually-wrapped) plasters x 1.

 Sterile eye pads (with bandage or attachment) e.g. No 16 dressing x 2.

 Tuff Cut Clothing Scissors.

 Guidance card as recommended by HSE x 1.

In addition, the following equipment is kept near to the first aid box:

 2 pairs of disposable plastic (PVC or vinyl) gloves.

 1 plastic disposable apron.

 A children’s forehead ‘strip’ thermometer.

 A supply of ice is kept in the freezer.

 Information about who has completed first aid training and the location of the first aid box is provided to all our staff and volunteers.

 The first aid box is easily accessible to adults and is kept out of the reach of children.

 There is a named person in the setting who is responsible for checking and replenishing the first aid box contents. Mrs Gillian Glancy. This is done on a weekly basis.

 Medication is only administered in line with our Administering Medicines policy.

 In the case of minor injury or accidents, first aid treatment can be given by any member of the staff as they are all qualified first aiders.

 In the event of minor injuries or accidents, we normally inform parents when they collect their child, unless the child is unduly upset or we have concerns about the injury. In which case we will contact the child’s parents for clarification of what they would like to do, i.e. whether they wish to collect the child and/or take them to their own GP.

 An ambulance is called for children requiring emergency treatment. We contact parents immediately and inform them of what has happened and where their child has been taken.

 Parents sign a consent form at registration allowing a member of staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that they have been informed and are on their way to the hospital.

 Accidents and injuries are recorded in our accident record book and, where applicable, notified to the Health and Safety Executive, Ofsted and/or local child protection agencies in line with our Recording and Reporting of Accident and Incidents Policy.

**Legal framework**

 Health and Safety (First Aid) Regulations (1981)

**Further guidance**

 First Aid at Work: Your questions answered (HSE Revised 2009)

 Basic Advice on First Aid at Work (HSE Revised 2008)

 Guidance on First Aid for Schools (DfEE)

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| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |
| On | *8th September 2014* | *(date)* |
| Date to be reviewed**Reviewed on 02/02/2023 by AM Glancy** | *8th September 2015**14th October 2016 & 28/12/18 / 24/02/2020/21/22* | *(date)* |
| Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair, director or owner) | *Pre-School Manager* |  |

**Other useful Early Years Alliance publications**

Medication Record

Ofsted Registration Number: EY 431739

**Food and drink:**

**Policy statement**

We regard snack and meal times as an important part of our day. Eating represents a social time for the children, and helps children to learn about healthy eating. We promote healthy eating by offering the children a wide range of fruit, salad, carrots, sweet peppers, raisins, cheese, crackers, pitta bread and dips etc. At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs. We always have several staff assisting at snack / lunch time to ensure that all children can be seen and heard while they are eating. This was recently updated in the EYFS, but it has always been our practice, to reduce the risk of choking, especially with our little two year olds.

**Procedures**

We follow these procedures to promote healthy eating in our setting.

 Before a child starts to attend the setting, we ask their parents about their dietary needs and preferences, including any allergies. (See the Managing Children who are Sick, Infectious or with Allergies Policy.)

 We record information about each child's dietary needs in the Registration Form and parents sign the form to signify that it is correct.

 We regularly consult with parents to ensure that our records of their children's dietary needs – including any allergies - are up-to-date. Parents sign the updated record to signify that it is correct.

 We display current information about individual children's dietary needs so that all our staff and volunteers are fully informed about them.

 We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences, as well as their parents' wishes.

 We provide nutritious food for all snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.

 We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.

 We take care not to provide food containing nuts or nut products and we are] especially vigilant where we have a child who has a known allergy to nuts.

 Through discussion with parents and research reading, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, as well as about food allergies. We take account of this information in the provision of food and drinks.

 We show sensitivity in providing for children's diets and allergies. We do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.

 We organise snack times so that they are social occasions.

 We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves. (*during covid19, the children were asked what snacks/fruit they would like and a staff member wearing gloves will serve them, rather than them helping themselves)We have decided to keep this arrangement, as we believe it is more hygienic.*

 We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.

 We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day. At snack/meal times children can choose between milk or water.

 We inform parents who provide food for their children about the storage facilities available in our setting.

 In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.

*Packed lunches*

Where we cannot provide cooked meals and children are required to bring packed lunches, we:

 ensure perishable contents of packed lunches are refrigerated or contain an ice pack to keep food cool;

 inform parents of our policy on healthy eating;

 inform parents of whether we have facilities to microwave cooked food brought from home;

 encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts, such as yoghurt or crème fraîche, where we can only provide cold food from home. We discourage sweet drinks and can provide children with water or milk;

 We do not allow packed lunches which consist of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort;

 provide children bringing packed lunches with plates, cups and cutlery;

**Legal framework**

**** Regulation (EC) 852/2004 of the European Parliament and of the Council on the Hygiene of Foodstuffs.

**Further guidance**

**** Safer Food, Better Business (Food Standards Agency 2011)

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| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |
| On | *8th September 2014* | *(date)* |
| Date to be reviewed**Reviewed & updated by AM Glancy on 02/12/2023** | *8th September 2015**9th October 2016/17& 28/12/2018 / 24/02/20/21/22* | *(date)* |
| Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair, director or owner) | *Pre-School Manager* |  |

**Other useful Early Years Alliance publications:**

 Nutritional Guidance for the Under Fives (Ed. 2010)

 The Early Years Essential Cookbook (2009)

 Healthy and Active Lifestyles for the Early Years (2012)

Ofsted Registration Number: EY 431739

**Food hygiene:**

**Policy statement**

We serve food for children on the following basis;

 Snacks.

 Packed lunches.

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

**Procedures**

 [Our staff with responsibility for food preparation understand the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to our setting. This is set out in Safer Food, Better Business [for Caterers (*for groups)*/for Childminders (*which groups will also find helpful)*] (Food Standards Agency 2011). The basis for this is risk assessment of the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.

**-**  All our staff who are involved in the preparation and handling of food have received training in food hygiene at Level 2.

**-** The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently.

**-** Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.

**-** Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home.

**-** Food preparation areas are cleaned before and after use.

**-** There are separate facilities for hand-washing and for washing-up.

**-** All surfaces are clean and non-porous.

**-** All utensils, crockery etc. are clean and stored appropriately.

**-** Waste food is disposed of daily.

 Cleaning materials and other dangerous materials are stored out of children's reach.

 Children do not have unsupervised access to the kitchen.

 When children take part in cooking activities, they:

**-** are supervised at all times;

**-** understand the importance of hand-washing and simple hygiene rules;

**-** are kept away from hot surfaces and hot water; and

**-** do not have unsupervised access to electrical equipment, such as blenders etc.

***Reporting of food poisoning***

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

 Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within our setting, I the manager will contact the Environmental Health Department to report the outbreak and will comply with any investigation.

 I notify Ofsted as soon as reasonably practicable of any confirmed cases of food poisoning affecting two or more children looked after on the premises, and always within 14 days of the incident.

**Legal framework**

 Regulation (EC) 852/2004 of the European Parliament and of the Council on the Hygiene of Foodstuffs

**Further guidance**

Safer Food Better Business (Food Standards Agency 2011)

|  |  |  |
| --- | --- | --- |
| This policy was adopted by | Our Lady’s Pre-School | name of setting |
| On | *8th September 2014* | (date) |
| Date to be reviewed**Reviewed by AM Glancy on 02/12/2023**  | *8th September 2015**19th October 2016/17 2018/19/2021/22* | (date) |
| Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair/owner) | *Pre-School Manager* |  |



Ofsted Registration Number-EY431739

**GDPR Privacy Notice. 25/05/2018.**

Our Lady’s Pre-School.

312 High Street,

St Mary Cray,

Orpington.

BR5 4AR

Tel: 07983 660589

Email-ourladyspreschool2011@gmail.com

[www.ourladyspreschool.net](http://www.ourladyspreschool.net)

Data Protection Officer: Gill Glancy.

Data Processer Anne Marie Glancy.

**Introduction**

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

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

**What personal data do we collect?**

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

**Personal details that we collect about your child include:**

* Your child’s name, date of birth and birth certificate, address, health and medical needs, development needs, ethnicity and any special educational needs. Are they being seen by any other professionals?

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 address, Insurance Number, phone numbers, email addresses, emergency contact details, and family details. This information will be collected from you directly in the registration form and parental contract.

If you apply for 2, 3 and four year old funding, (plus the additional 30 hours free childcare), we will also collect:

Your national insurance number or unique taxpayer reference (UTR),

**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, dietary requirements of your child whilst at our setting
* to carry out regular assessment of your child’s progress and to identify any areas of concern
* to maintain contact with you about your child’s progress and respond to any questions you may have
* to process your claim for up to 30 hours free childcare (only where applicable)
* to 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 our service
* banking services to process standing orders
* the Local Authority (where you claim up to 30 hours free childcare as applicable)
* the government’s eligibility checker (as above)
* our insurance underwriter
* our setting software management provider
* the school that your child will be attending

We will also share your data if:

* we are legally required to do so, for example, by law, by a court or the Charity Commission;
* to enforce or apply the terms and conditions of your contract with us;
* to protect your child and other children; for example by sharing information with social care or the police;
* it is necessary to protect our/or others rights, property or safety
* we transfer the management of the setting, in which case we may disclose your personal data to the prospective buyer 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:

* password protection on computers
* emails password protected, funding data sent by secured Egress from and to Bromley Early Years.
* data is saved with external hard drive
* managerial staff only have access to personal data stored on computer.
* files safely locked in filing cabinet within locked cupboard.
* staff have access only to their key children’s individual learning folders

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

We retain your child’s personal data for up to 1 year 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 and retention policy).

**Automated decision-making**

We do not make any decisions about your child based solely on automated decision-making.

**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;
* 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 the Data Protection Officer Gill Glancy or manager/owner Anne Marie Glancy.

If you continue to have concerns about the way your data is handled and remain dissatisfied after raising your concern with us, you have the right to complain to the Information Commissioner Office (ICO). The ICO can be contacted at Information Commissioner’s Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or [ico.org.uk/](https://ico.org.uk/)

**Changes to this notice**

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

Reviewed & Updated on 14/05’/2021 by Dannielle Glancy.

Reviewed on 09/11/22 by Anne Marie Glancy.

Reviewed on 02/12/23 by Anne Marie Glancy.

Ofsted Registration Number: EY 431739 

**Health and Safety general standards:**

**Policy statement:**

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

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

 Our member of staff responsible for health and safety is: **Anne Marie Glancy.**

 I am competent to carry out these responsibilities.

 I display the necessary health and safety poster on the fire door.

***Insurance cover***

I have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed on the notice board:

***Procedures***

*Awareness raising*

 Our induction training for staff and volunteers includes a clear explanation of health and safety issues, so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.

 We keep records of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.

 We explain health and safety issues to the parents of new children, so that they understand the part played by these issues in the daily life of the setting.

 As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at our staff meetings.

 We operate a no-smoking policy.

 We make children aware of health and safety issues through discussions, planned activities and routines.

***Windows***

 Low level windows are made from materials that prevent accidental breakage. All blinds have safety cords which prevent children from pulling them down, or placing them around their neck.

***Doors***

 We take precautions to prevent children's fingers from being trapped in doors, by using safety guards.

***Floors and walkways***

 All our floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged. Any wet spills are mopped up immediately.

 Walkways and stairs are left clear and uncluttered.

***Electrical/gas equipment***

 We ensure that all electrical/gas equipment conforms to safety requirements and is checked regularly.

 Our boiler/electrical switch gear/meter cupboard is not accessible to the children.

 Fires, heaters, electric sockets, wires and leads are properly guarded and we teach the children not to touch them.

 There are sufficient sockets in our setting to prevent overloading. These all have safety covers, which is part of our ongoing risk assessment.

 We switch electrical devices off from the plug after use.

 Lighting and ventilation is adequate in all areas of our setting, including storage areas

***Storage***

 All our resources and materials, which are used by the children, are stored safely.

 All our equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

***Outdoor area***

 Our outdoor area is securely fenced and monitored by staff.

 Our outdoor area is checked for safety and cleared of rubbish, animal droppings and any other unsafe items before it is used.

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

 Our outdoor sand pit is covered when not in use and is cleaned regularly.

 We check that children are suitably attired for the weather conditions and type of outdoor activities; ensuring that sun cream is applied and hats are worn during the summer months.

 We supervise outdoor activities at all times; and particular children on climbing equipment.

*Hygiene*

 We seek information from the Health Protection Agency to ensure that we keep up-to-date with the latest recommendations.

 Our daily routines encourage the children to learn about personal hygiene. (hand washing/clean hair/clothes/tooth brushing etc.

 We have a daily cleaning routine for the setting, which includes the main hall, kitchen, rest area, toilets and nappy changing areas. Children do not have unsupervised access to the kitchen.

 We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.

 The toilet area has a high standard of hygiene, including hand washing and drying facilities and disposal facilities for nappies.

 We implement good hygiene practices by:

**-** cleaning tables between activities;

**-** cleaning and checking toilets regularly;

**-** wearing protective clothing - such as aprons and disposable gloves - as appropriate;

**-** providing sets of clean clothes;

**-** providing tissues and wipes; and

**-** ensuring individual use of flannels, towels and toothbrushes.

**(**During Covid 19, toothbrushing had been suspended until further notice, as well as communal sand and play dough activities as part of our covid risk assessment. *Following government guidelines, we were very pleased to re-introduce our toothbrushing scheme, which is an important part of our daily routine.*

*Activities, resources and repairs.*

 Before purchase, I check equipment and resources to ensure that they are safe for the ages and stages of the children currently attending the setting.

 The layout of our play equipment allows adults and children to move safely and freely between activities.

 All our equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.

 We make safe and separate from general use any areas that are unsafe because of repair is needed.

 All our materials, including paint and glue, are non-toxic.

 We ensure that sand is clean and suitable for children's play.

 Physical play is constantly supervised.

 We teach children to handle and store tools safely.

 We check children who are sleeping regularly.

 Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow e.g. hand washing before snack/lunch, after touching animals. Brushing their teeth when they come into the pre-school. No running in the setting. Healthy eating activities such as making fruit salad, making their own sandwiches/pitta bread etc.

 Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded. Large pieces of equipment are discarded only with the consent of the manager.

*Jewellery and accessories*

 Our staff do not wear jewellery or fashion accessories, such as belts or high heels, that may pose a danger to themselves or children.

 Parents must ensure that any jewellery worn by children poses no danger; particularly earrings which may get pulled, bracelets which can get caught when climbing or necklaces that may pose a risk of strangulation.

 We ensure that hair accessories are removed before children sleep or rest.

*Safety of adults*

 We ensure that adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.

 We provide safe equipment for adults to use when they need to reach up to store equipment.

 We ensure that all warning signs are clear and in appropriate languages.

 We ensure that adults do not remain in the building on their own.

 We record the sickness of staff and their involvement in accidents. The records are reviewed termly to identify any issues that need to be addressed.

*Control of substances hazardous to health*

 Our staff implement the current guidelines of the *Control of Substances Hazardous to Health Regulations (COSHH)*.

 [e keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used and where they are stored.

 Hazardous substances are stored safely away from the children.

 We keep all cleaning chemicals in their original containers.

 We keep the chemicals used in the setting to the minimum in order to ensure health and hygiene is maintained. We do not use:

**-** anti-bacterial cleaning agents, except in the toilets, nappy changing area and food preparation areas. Anti-bacterial spays are not used when children are nearby.

 Environmental factors are taken into account when purchasing, using and disposing of chemicals.

 All members of staff are vigilant and use chemicals safely.

 Members of staff wear protective gloves when using cleaning chemicals.

**Legal framework**

 Health and Safety at Work Act (1974)

 Management of Health and Safety at Work Regulations (1999)

 Electricity at Work Regulations (1989)

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

 Manual Handling Operations Regulations (1992 (As Amended 2004))

 Health and Safety (Display Screen Equipment) Regulations (1992)

**Further guidance**

 Health and Safety Law: What You Need to Know (HSE Revised 2009)

 Health and Safety Regulation…A Short Guide (HSE 2003)

 Electrical Safety and You: A Brief Guide (HSE 2012)

 Working with Substances Hazardous to Health: What You Need to Know About COSHH (HSE Revised 2009)

 Getting to Grips with Manual Handling - Frequently Asked Questions: A Short Guide (HSE 2011)

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| --- | --- | --- |
| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |
| On: | 08.09.2014 | *(date)* |
| Reviewed on:Reviewed on:**Reviewed on 02/12/2023 by AM Glancy**  | *08.09.2015 & 08.09.2016 & 2017**25/11/2018/ 24/02/2021/22* | *(date)* |
| Signed on behalf of the provider |  |  |
| Name of signatory | Anne Marie Glancy |  |
| Role of signatory (e.g. chair, director or owner) | Manager |  |

Ofsted Registration Number: EY 431739 

 **Induction of employees and volunteers**

**Policy statement**

**Induction & Supervision Policy.**

**Statement of intent**

We provide Induction Training. This will include: Emergency Evacuation Procedures, Fire Drill, Child Protection, Safeguarding, Health & Safety, Equal Opportunities, General Data Protection Regulations (GDPR) & Retention Periods. Mentoring & Supervision and time to read and observe all Policies & Procedures of the Pre-School,

**Aims**

To ensure new staff understand their roles and responsibilities and become acquainted with the Policies & Procedures of the Pre-School.

**Methods**

* The Induction Training to commence when the new member of staff (volunteers and helpers included) begins and will cover the initial period of one month. (to cover the reading of all Policies & Procedures of the Pre-School -Three months). A review will take place one to one after three months.
* Commencing with Emergency Evacuation Procedure/Fire Drill.
* Manager or Deputy Manager will carry out the Induction Programme.
* Introduction to Mentor/Supervisor, (Manager/Deputy Manager).
* **Key Policies** to be read and discussed with Manager/Deputy, as follows:
* Child Protection/Safeguarding Policy. Health & Safety Policy, including Food Hygiene.

Specific health needs of children who are ill or infectious. Administration of medicines.

British Values.

General Data Protection Regulations: Privacy Notice.

* Passwords for children being collected by anyone other than main carers.
* Allergies (ensure that new staff members/helpers are aware of any food allergies)
* Equal Opportunities: Extra assistance for staff with hearing/vision impairment. E.g.

Staff member reading the Policies & Procedures for staff with impairment. Policies & Procedures copied in larger print.

* Risk Assessment. (continuous practice inside and outside play area) and how we achieve this.
* Managing challenging behaviour.
* Confidentiality.
* How we would deal with Complaints.

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| --- | --- | --- |
| 1) Emergency EP/ Fire Drill  | Date & Signature of new employee-Date & Signature of staff member- |  |
| 2)Introduction to Mentor/Supervisor. | Date & Signature of new employee-Date & Signature of staff member- |  |
| 3) Key Policies to be read & discussed. | Date & Signature of new employee-Date & Signature of staff member- |  |
| 4) Passwords for children. | Date & Signature of new employee-Date & Signature of staff member- |  |
| 5) Allergies. | Date & Signature of new employee-Date & Signature of staff member- |  |
| 6) GDPR & Retention -May 2018 | Date & Signature of new employee-Date & Signature of staff member- |  |
| 7) Equal Opportunities. | Date & Signature of new employee-Date & Signature of staff member- |  |
| 8) Risk Assessment. | Date & Signature of new employee-Date & Signature of staff member- |  |
| 9) Managing behaviour. | Date & Signature of new employee-Date & Signature of staff member- |  |
| 10) Confidentiality. | Date & Signature of new employee-Date & Signature of staff member- |  |
| 11) Complaints. | Date & Signature of new employee-Date & Signature of staff member- |  |
| 12) Fire Marshall Training | Date & Signature of new employee-Date & Signature of staff member- |  |
| This policy was adopted at a meeting of  | Our Lady’s Pre-School. |  |
| **Reviewed & Updated on 02/12/2023** | 25/05/18/19/20/21/22  |
| Signed by the Pre-School Manager Anne Marie Glancy |  |



Ofsted Registration Number: EY431739

 **Information sharing:**

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

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

 **Policy statement**

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

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

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

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

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

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

**Procedure:**

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

1. *Remember that the General Data Protection Regulations 2018 and human rights law are not barriers to justified information sharing as per the Children Act 1989, but provide a framework to ensure that personal information about living individuals is shared appropriately.*
* Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information [both within the setting, as well as] with external agencies.
1. *Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their consent unless it is unsafe or inappropriate to do so, or if I have a legal obligation to do so. A Privacy Notice is given to parents at the point of registration to explain this further.*

In our setting we ensure parents:

* have access to read a hard copy of our Privacy Notice, Retention Policy and information about our Information Sharing Policy when starting their child in the setting and that they sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult. This information is also found on our website.
* have information about our] Safeguarding Children and Child Protection Policy; and
* have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.

*3 Seek advice from other practitioners if you are in any doubt about sharing the information . concerned, without disclosing the identity of the individual where possible*

* Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the child’s file.
* [For group provision: Our Designated Safeguarding Leads routinely seeks advice and support from the trainee manager, who is the main Safeguarding Lead, about possible significant harm.]
* [For group provision: Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager or deputy, as designated person, who will contact children’s social care for advice where they have doubts or are unsure.
* Our managers seeks advice if they need to share information without consent to disclose.
1. *Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.*
* We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation to do so.
* Our guidelines for consent are part of this procedure.
* Our manager is conversant with this and she is able to advise staff accordingly.
1. *Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.*

In our setting we:

* record concerns and discuss these with our designated person and/or designated officer from the management team for child protection matters;
* record decisions made and the reasons why information will be shared and to whom; and
* follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.
1. *Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*
* Our Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.
1. *Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.*
* Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

*Consent*

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

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

*Separated parents*

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

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

**Legal framework**

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

### Further guidance

* Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)
* What to do if you’re worried a child is being abused: Advice for practitioners (HM Government 2015)
* Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government 2015)

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| --- | --- | --- | --- | --- |
| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |  | *(name of provider)* |
| On | 21/10/15 | *(date)* |  | *(date)* |
| Date to be reviewedReviewed onReviewed on **Updated in line with GDPR****Reviewed on Reviewed on 02/12/2023 by****Anne Marie Glancy** | 21/10/169th September 2016*08/10/2017****10/05/2018******25/02/2020/22*** | *(date)* |  | *(date)* |
| Signed on behalf of the provider | AM Glancy |  |  |
| Name of signatory | Anne Marie Glancy |  |  |
| Role of signatory (e.g. chair, director or owner) | Manager/Owner |  |  |

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**Policy: Late Collection & Late Payment Fees.**

**Statement of intent**

It is our intention that children are collected on time and fees are paid promptly.

**Aim:**

Wherever possible children are to be collected at the correct times. We understand that emergencies occur and if this should be the case parents/carers must inform the pre-school as soon as possible that they have been delayed.

However if parents are continually late they will be charged a late payment fee as follows:

£10.00 for continuous late pick-ups. Please note that after 4.30pm we are not covered by our insurance and if you are later than this it will incur a charge of £25.00 as I legally must have 2 members of staff even for 1 child and could potentially become a Child Protection Issue.

**Late payment of Fees:**

Payments should be paid in advance preferably by bank transfer or if this is not possible, then we will accept cash payments. Bank details are on your invoices.

If payments are continually late a charge of £2.00 per day will be added to your invoice.

However, if you are experiencing difficulties, please speak to the manager or financial controller who will discuss with you a payment plan.

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| --- | --- | --- |
| This policy was adopted at a meeting of  | Our Lady’s Pre-School | name of setting |
| Held on (date)**Reviewed on 02/12/2023 by Anne Marie Glancy** | 05/09/17/18/19/20/22 |
| Signed by Pre-School Manager Anne Marie Glancy. | AM Glancy |

Ofsted Registration Number: EY 431739

**Looked after children:**

 **Policy statement**

We are committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our provision are committed to doing all they can to enable ‘looked after’ children in our care to achieve and reach their full potential.

Children become ‘looked after’ if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living in foster homes, but a smaller number may be in a children’s home, living with a relative or even placed back home with their natural parent(s).

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken into the care of the local authority. Whatever the reason, a child’s separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works. It is not appropriate for a looked after child who is under two years to be placed in a day care setting in addition to a foster placement.

We place emphasis on promoting children’s right to be strong, resilient and listened to. Our policy and practice guidelines for looked after children are based on two important concepts: attachment and resilience. The basis of this is to promote secure attachments in children’s lives, as the foundation for resilience. These aspects of well-being underpin the child’s responsiveness to learning and enable the development of positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them

***Principles***

 The term ‘looked after child’ denotes a child’s current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.

 We do not offer placements for babies and children under two years who are in care; [we offer instead other services to enable a child to play and engage with other children while their carer stays with them.

 In exceptional circumstances, we offer places to two-year-old children who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer, and the placement in the setting will last a minimum of three months.

 We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.

 We will always offer ‘stay and play’ provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.

 Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

**Procedures**

 The designated person for looked after children is the designated child protection co-ordinator.

 Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child’s needs.

 The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.

 The setting recognises the role of the local authority children’s social care department as the child’s ‘corporate parent’ and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent’s or foster carer’s role in relation to the setting, without prior discussion and agreement with the child’s social worker.

 At the start of a placement there is a professional’s meeting to determine the objectives of the placement and draw up a care plan that incorporates the child’s learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.

 The care plan needs to consider issues for the child such as:

**-** their emotional needs and how they are to be met;

**-** how any emotional issues and problems that affect behaviour are to be managed;

**-** their sense of self, culture, language(s) and identity – and how this is to be supported;

**-** their need for sociability and friendship;

**-** their interests and abilities and possible learning journey pathway; and

**-** how any special needs will be supported.

 In addition the care plan will also consider:

**-** how information will be shared with the foster carer and local authority (as the ‘corporate parent’) as well as what information is shared with whom and how it will be recorded and stored;

**-** what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed;

**-** what written reporting is required;

**-** wherever possible, and where the plan is for the child to return home, the birth parent(s) should be involved in planning; and

**-** with the social worker’s agreement, and as part of the plan, the birth parent(s) should be involved in the setting’s activities that include parents, such as outings and fun-days etc alongside the foster carer.

 The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the ‘proximity’ stage is followed until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a ‘secure base’ to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.

 In the first two weeks after settling-in, the child’s well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.

 Further observations about communication, interests and abilities will be noted to firm a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.

 Concerns about the child will be noted in the child’s file and discussed with the foster carer.

 If the concerns are about the foster carer’s treatment of the child, or if abuse is suspected, these are recorded in the child’s file and reported to the child’s social care worker according to the setting’s safeguarding children procedure.

 Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.

 The transition to school will be handled sensitively. The designated person and/or the child’s key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child’s birth parents.

**Further guidance**

 Guidance on the Education of Children and Young People in Public Care (DfEE 2000)

 Who Does What: How Social Workers and Carers can Support the Education of Looked After Children (DfES 2005)

 Supporting Looked After Learners - A Practical Guide for School Governors (DfES 2006)

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| --- | --- | --- |
| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |
| On | *8th September 2014* | *(date)* |
| Date to be reviewed:Reviewed on :**Reviewed & Updated on 02/12/2023****By AM Glancy** | *8th September 2015**10th October 2016/17/ 25/02/20/21/22* | *(date)* |
| Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair, director or owner) | *Pre-School Manager* |  |

Ofsted Registration Number: EY 431739

**Maintaining children’s safety and security on premises:**

**Policy statement**

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

**Procedures**

*Children's personal safety*

 For employees: I ensure all employed staff have been checked for criminal records via an enhanced disclosure with children’s barred list check through the Disclosure and Barring Service.

 All children are supervised by adults at all times.

 Whenever children are on the premises at least two adults are present.

 We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

***Security***

 Systems are in place for the safe arrival and departure of children.

 The times of the children's arrivals and departures are recorded.

 The arrival and departure times of visitors are recorded.

 Our systems prevent unauthorised access to our premises.

 Our systems prevent children from leaving our premises unnoticed.

 Our staff check the identity of any person who is not known before they enter the premises.

 We keep front doors and gates locked shut at all times. Back doors are kept locked shut at all times where they may lead to a public or unsupervised area.

 We have large safety glass doors and windows at the front of the building, allowing us to see all visitors approaching.

 Minimal petty cash is kept on the premises.

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| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |
| On | *8th September 2014* | *(date)* |
| Date to be reviewedReviewed on **Reviewed on: 02/12/2023 by Anne Marie Glancy** | *8th September 2015/16/17**20th October 2018/19/20/21/22* | *(date)* |
| Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair, director or owner) | *Pre-School Manager* |  |

**Other useful Early Years Alliance publications**

 Managing Risk (2009)

Ofsted Registration Number: EY 431739

**Making a complaint:**

**Policy statement**

We believe that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly, by an informal approach [with the appropriate member of staff]. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

**Procedures**

All settings are required to keep a written record of any complaints that reach stage two and above, and their outcome. This is to be made available to parents, as well as to Ofsted inspectors on request. A full procedure is set out in the Early Years Alliance publication Complaint Investigation Record (2012) which acts as the 'summary log' for this purpose.

*Making a complaint*

Stage 1

 Any parent who has a concern about an aspect of our setting's provision talks over his/her concerns with our manager first of all.

 Most complaints should be resolved amicably and informally at this stage.

 We record the issue, and how it was resolved, in the child’s file.

Stage 2

 If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of

 the procedure by putting the concerns or complaint in writing.

 For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the Complaint Investigation Record; the form may be completed our manager and signed by the parent.

 Our setting stores all information relating to written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, our manager may wish to store all information relating to the investigation in a separate file designated for this complaint.

 When the investigation into the complaint is completed, our manager meets with the parent to discuss the outcome.

 We inform parents of the outcome of the investigation within 28 days of him/her making the complaint.

 When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record, which is made available to Ofsted on request.

Stage 3

 If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with our manager. The parent may have a friend or partner present if they prefer and our manager should have the support of the management team.

 An agreed written record of the discussion is made, as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.

 This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record.

Stage 4

 If at the stage three meeting the parent cannot reach agreement with us, we invite an external mediator to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers, but can help us to define the problem, review the action so far and suggest further ways in which it might be resolved.

 Staff or volunteers within the Early Years Alliance are appropriate persons to be invited to act as mediators.

 The mediator keeps all discussions confidential. S/he can hold separate meetings with our staff and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

 When the mediator has concluded her/his investigations, a final meeting between the parent and our manager is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.

 A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

The role of the Office for Standards in Education, Children’s Services and Skills (Ofsted) and the Locala

Safeguarding Children Board *and the Information Commissioner’s Office.*

 Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.

 Parents can complain to Ofsted by telephone on in writing at:

 Ofsted National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD Tel: 0300 123 1231

 These details are displayed on our setting's notice board.

 If a child appears to be at risk, we follow the procedures of the Local Safeguarding Children Board.

 In these cases, both the parent and our setting are informed and our manager work with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

* **The Information Commissioner’s Office (ICO) can be contacted if you have made a complaint about the way your data is being handled and remain dissatisfied after raising your concern with us. For further information about how we handle your data, please refer to the Privacy Notice given to you when you registered your child at our setting. The ICO can be contacted at Information Commissioner’s Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk**

*Records*

 A record of complaints in relation to our setting, or the children or the adults working in our setting, is kept for at least three years; including the date, the circumstances of the complaint and how the complaint was managed.

 The outcome of all complaints is recorded in our Complaint Investigation Record, which is available for parents and Ofsted inspectors to view on request.

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| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |
| On | *14th August 2014* | *(date)* |
| Date to be reviewedReviewed onReviewed on:**Updated in line with GDPR****Reviewed on 02/12/23 by AM Glancy** | *14th August 2015**14th September 2016**10/10/2017/18/19/20/21/22****10/05/2018*** | *(date)* |
| Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair/owner) | *Pre-School Manager* |  |

**Other useful Early Years Alliance publications**

 Complaint Investigation Record (2012)

Ofsted Registration Number: EY 431739

**Managing children who are sick, infectious, or with allergies: Including Covid 19:**

**Policy statement**

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

**Procedures for children who are sick or infectious**

 If children appear unwell during the day – for example, if they have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – our manager/deputy manager will call the parents and ask them to collect the child, or to send a known carer to collect the child on their behalf.

 If a child has a temperature, they are kept cool, by removing top clothing and sponging their heads with cool water, but kept away from draughts.

 The child's temperature is taken using a forehead thermometer strip, kept in the first aid box.

 If the child’s temperature does not go down and is worryingly high, then we may give them Calpol or another similar analgesic, after first obtaining written consent from the parent where possible. This is to reduce the risk of febrile convulsions. Parents sign the medication record when they collect their child.

 In extreme cases of emergency, an ambulance is called and the parent informed.

 Parents are asked to take their child to the doctor before returning them to the setting; we can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.

 Where children have been prescribed antibiotics for an infectious illness or complaint, we ask parents to keep them at home for 48 hours before returning to the setting.

 After diarrhoea, we ask parents keep children home for 48 hours following the last episode.

 Some activities, such as sand and water play, and self-serve snacks where there is a risk of cross-contamination may be suspended for the duration of any outbreak***. (No sand or playdough due to covid restrictions) Due to government guidelines, these restrictions have been lifted.***

 We a list of excludable diseases and current exclusion times. The full list is obtainable from

www.hpa.org.uk/webc/HPAwebFile/HPAweb\_C/1194947358374 and includes common childhood illnesses such as measles.

***Reporting of ‘notifiable diseases’***

 If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to the Health Protection Agency.

 When we become aware, or are formally informed of the notifiable disease, our manager Ofsted and the local Health Protection Agency, and act[s] on any advice given.

***HIV/AIDS/Hepatitis procedure***

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

 Wear single-use vinyl gloves and aprons when changing children’s nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.

 Use protective rubber gloves for cleaning/sluicing clothing after changing.

 Bag soiled clothing for parents to collect.

 Clear spills of blood, urine, faeces or vomit using mild disinfectant solution and mops; any cloths used are disposed of with the clinical waste.

 Clean any tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit using a disinfectant.

 Ensure that children do not share tooth brushes, which are thoroughly washed after each use.

***Nits and head lice***

 Nits and head lice are not an excludable condition; although in exceptional cases we may ask a parent to keep the child away until the infestation has cleared.

 On identifying cases of head lice, we inform all parents ask them to treat their child and all the family if they are found to have head lice. We provide an information leaflet to parents to take home.

***Procedures for children with allergies***

 When children start at the setting we ask their parents if their child suffers from any known allergies. This is recorded on the Registration Form.

 If a child has an allergy, we complete a risk assessment form to detail the following:

**-** The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).

**-** The nature of the allergic reactions (e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc).

**-** What to do in case of allergic reactions, any medication used and how it is to be used (e.g. Epipen).

**-** Control measures - such as how the child can be prevented from contact with the allergen.

**- Review measures.**

 This risk assessment form is kept in the child’s personal file and a copy is displayed where our staff can see it.

 NO nuts or nut products are allowed within the setting.

 Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

***Insurance requirements for children with allergies and disabilities***

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

 At all times we ensure that the administration of medication is compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.

 **Oral medication:**

**-** Asthma inhalers are now regarded as ‘oral medication’ by insurers and so documents do not need to be forwarded to our insurance provider. Oral medications must be prescribed by a GP or have manufacturer’s instructions clearly written on them.

**-** We must be provided with clear written instructions on how to administer such medication.

**-** We adhere to all risk assessment procedures for the correct storage and administration of the medication.

**-** We must have the parents or guardians prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to our insurance provider.



**Life-saving medication and invasive treatments:**

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

**-** We must have:

**** a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;

**** written consent from the parent or guardian allowing our staff to administer medication; and

**** proof of training in the administration of such medication by the child's GP, a district nurse, children’s nurse specialist or a community paediatric nurse.

**-** Copies of all three documents relating to these children must first be sent to [the Early Years Alliance Insurance Department for appraisal. Written confirmation that the insurance has been extended will be issued by return.

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

**-** Prior written consent must be obtained from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.

**-** The key person must have the relevant medical training/experience, which may include receiving appropriate instructions from parents or guardians.

**-**

Copies of all letters relating to these children must first be sent to the Early Years Alliance Insurance Department for appraisal. Written confirmation that the insurance has been extended will be issued by return.

 If we are unsure about any aspect, we contact the Early Years Alliance Insurance Department on 020 7697 2585 or email membership@pre-school.org.uk/insert details of your insurance provider].

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| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |
| On | *8th September 2014* | *(date)* |
| Date to be reviewedReviewed onReviewed on:**Reviewed on: 02/12/2023**  | *8th September 2015/16**14th October 2017 18/19/20/21/22* | *(date)* |
| Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair, director or owner) | *Pre-School Manager* |  |

**Other useful Early Years Alliance publications**

**Good Practice in Early Years Infection Control (2009)**

**Medication Administration Record**

Ofsted Registration Number: EY 431739

**Missing child:**

**Policy statement**

Children’s safety is our highest priority, both on and off the premises. Every attempt is made, through the implementation of our outings procedure and our exit/entrance procedure, to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed.

**Procedures**

*Child going missing on the premises*

 As soon as it is noticed that a child is missing, [the child’s key person/the relevant member of staff] alerts our setting manager.

 The register is checked to make sure no other child has also gone astray.

 Our manager/deputy manager will carry out a thorough search of the building and garden.

 Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.

 If the child is not found, our manager/deputy manager calls the police immediately and reports the child as missing. If it is suspected that the child may have been abducted, the police are informed of this.

 The parent(s) are then called and informed.

 A recent photo and a note of what the child is wearing is given to the police.

 Our manager/deputy manager talks to our staff to find out when and where the child was last seen and records this.

***Child going missing on an outing***

This describes what to do when our staff have taken a small group on an outing, leaving our manager/deputy manager or other staff back in our setting premises. If our manager has accompanied children on the outing, the procedures are adjusted accordingly. What to do when a child goes missing from a whole group outing may be a little different, as parents usually attend and are responsible for their own child.

 As soon as it is noticed that a child is missing, the staff members on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray.

 One staff member searches the immediate vicinity, but does not search beyond that.

 Our senior staff member on the outing contacts the police and reports that child as missing.

 Our manager is contacted immediately (if not on the outing) and the incident is recorded.

 Our manager contacts the parent(s).

 Our staff take the remaining children back to the setting as soon as possible.

 According to the advice of the police, a senior member of staff, or our manager where applicable, should remain at the site where the child went missing and wait for the police to arrive.

 A recent photo and a description of what the child is wearing is given to the police.

 Our staff keep calm and do not let the other children become anxious or worried.

***The investigation***

**** Ofsted are informed as soon as possible and kept up-to-date with the investigation.

**** Our manager/owner carries out a full investigation, taking written statements from all our staff and volunteers who were present.

**** Our manager/owner speaks with the parent(s) and explains the process of the investigation.

**** The parent(s) may also raise a complaint with us or Ofsted.

**** Each member of staff present writes an incident report detailing:

**-** The date and time of the incident.

**-** Where the child went missing from e.g. the setting or an outing venue.

**-** Which staff/children were in the premises/on the outing and the name of the staff member who was designated as responsible for the missing child.

**-** When the child was last seen in the premises/or on the outing, including the time it is estimated that the child went missing.

**-** What has taken place in the premises or on the outing since the child went missing.

**-** The report is counter-signed by the senior member of staff and the date and time added.

 A conclusion is drawn as to how the breach of security happened.

 If the incident warrants a police investigation, all our staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff and parents. Children’s social care may be involved if it seems likely that there is a child protection issue to address.

 In the event of disciplinary action needing to be taken, Ofsted are advised.

 The insurance provider is informed.

***Managing people***

 Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.

 Our staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.

 They may be the understandable target of parental anger and they may be afraid. Our manager ensures that any staff under investigation are not only fairly treated, but receive support while feeling vulnerable.

 The parents will feel angry, and fraught. They may want to blame our staff and may single out one staff member over others; they may direct their anger at our manager. When dealing with a distraught and angry parent, there should always be two members of staff; one of whom is our manager and the other the deputy manager or another senior staff member. No matter how understandable the parent’s anger may be, aggression or threats against our staff are not tolerated, and the police should be called.

 The other children are also sensitive to what is going on around them. They too may be worried. Our remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children’s questions honestly, but also reassure them.

 In accordance with the severity of the final outcome, our staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. Our manager/owner] will use their discretion to decide what action to take.

 Our staff must not discuss any missing child incident with the press without taking advice.

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| On | *8th September 2014* | (date) |
| Date to be reviewedReviewed onReviewed on:**Reviewed on: 02/12/2023 AM Glancy**  | *8th September 2015**10th October 2016/17**10/10/2018/* 29/02/20/21/22 | (date) |
| Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair, director or owner) | *Pre-School Manager* |  |

Ofsted Registration Number: EY 431739

**Nappy changing:**

**Policy statement**

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We provide nappy changing facilities and exercise good hygiene practices in order to accommodate children who are not yet toilet trained.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

**Procedures**

 Our key persons have a list of personalised changing times for the children in their care who are in nappies or ‘pull-ups’; and change nappies according to this schedule, or more frequently where necessary.

 We encourage young children from two years to normally wear pull ups, or other types of trainer pants, as soon as they are comfortable with this and if their parents agree.

 Our changing area is warm, with a safe area to lay children and no bright lights shining down in their eyes.

 Each child has their own bag to hand with their nappies or pull ups and changing wipes.

 Our staff put on gloves and aprons before changing starts and the areas are prepared.

 All our staff are familiar with our hygiene procedures and carry these out when changing nappies.

 Our staff never turn their back on a child or leave them unattended whilst they are on the changing mat.

 We are gentle when changing; we avoid pulling faces and making negative comments about ‘nappy contents’.

* Babies and young children are changed within sight of other staff whilst maintaining their dignity and privacy at all times.

 In addition, we ensure that nappy changing is relaxed and a time to promote independence in young children.

 We encourage children 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.

 We encourage children to wash their hands, and have soap and towels to hand.

 We do not use anti-bacterial hand wash liquid or soap for young children; young skin is quite delicate and anti-bacterial products kill off certain good bacteria that children need to develop their own natural resistance to infection. ***(due to Covid 19 this has been revised to use just a little anti-bacterial soap to ensure that children’s hands are thoroughly clean).***

 Older children access the toilet when they have the need to and are encouraged to be independent.

 We dispose of nappies and pull ups hygienically. Any soil (faeces) in nappies or pull ups is flushed down the toilet and the nappy or pull up is bagged and put in the bin. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for parents to take home.

 We have a ‘duty of care’ towards children’s personal needs. If children are left in wet or soiled nappies/pull ups in the setting this may constitute neglect [and will be a disciplinary matter].

A nappy book is kept up to date recording when a child is changed, we use only the child’s initials.

Two members of staff assist with children who have additional needs, as they may need a little more attention.

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| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |
| On | *8th September 2014* | *(date)* |
| Reviewed on**: 02/12/2023****By AM Glancy** | *8th September 2015**10th October 2016 & 17/18/19/20/21/22* | *(date)* |
| Signed on behalf of the provider |  |  |
| Name of signatory |  *Anne Marie Glancy* |  |
| Role of signatory (e.g. director or owner |  *Pre-School Manager* |  |

Ofsted Registration Number: EY 431739

**No-smoking:**

**Policy statement**

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking environment - both indoors and outdoors.

**Procedures**

 All staff, parents and volunteers are made aware of our No-smoking Policy.

 No-smoking signs are displayed.

 The No-smoking Policy is stated in information for parents.

 Staff who smoke do not do so during working hours, unless on a break and off the premises.

 Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.

**Legal framework**

 The Smoke-free (Premises and Enforcement) Regulations (2006)

 The Smoke-free (Signs) Regulations (2012)

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| --- | --- | --- |
| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |
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| **Reviewed on 02/12/2023 by AM Glancy** | *8th September 2015**10th October 2016 & 10/10/2017/18/***29/02/20/21/22** | *(date)* |
| Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair, director or owner) | *Pre-School Manager* |  |



Ofsted Registration Number: EY431739

**Online safety (inc. mobile phones and cameras)**

**Policy statement**

We take steps to ensure that there are effective procedures in place to protect children, young people and vulnerable adults from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting.

**Procedures:**

* Our designated persons (manager & trainee manager) responsible for co-ordinating action taken to protect children are:

**Manager-Anne Marie Glancy. Trainee Manager-Dannielle Glancy**

*Information Communication Technology (ICT) equipment*

* Only ICT equipment belonging to the setting is used by staff and children.
* The designated person is responsible for ensuring all ICT equipment is safe and fit for purpose.
* All computers have virus protection installed.
* The designated person ensures that safety settings are set to ensure that inappropriate material cannot be accessed.

*Internet access*

* Children do not normally have access to the internet and never have unsupervised access.
* If staff access the internet with children for the purposes of promoting their learning, written permission is gained from parents who are shown this policy.
* The designated persons have overall responsibility for ensuring that children and young people are safeguarded and risk assessments in relation to online safety are completed.
* Children are taught the following stay safe principles in an age appropriate way prior to using the internet;
* only go online with a grown up
* be kind online
* 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
* Designated persons will also seek to build children’s resilience in relation to issues they may face in the online world, and will address issues such as staying safe, having appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age appropriate ways.
* If a second hand computer is purchased or donated to the setting, the designated person will ensure that no inappropriate material is stored on it before children use it.
* All computers for use by children are located in an area clearly visible to staff.
* Children are not allowed to access social networking sites.
* 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/).
* Suspicions that an adult is attempting to make inappropriate contact with a child on-line is reported to the National Crime Agency’s Child Exploitation and Online Protection Centre at [www.ceop.police.uk](http://www.ceop.police.uk/)**.**
* The designated person ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.
* If staff become aware that a child is the victim of cyber-bullying, they discuss this with their parents and refer them to sources of help, such as the NSPCC on 0808 800 5000 or www.nspcc.org.uk, or Childline on 0800 1111 or www.childline.org.uk.

*Email*

* Children are not permitted to use email in the setting. Parents and staff are not permitted to use setting equipment to access personal emails.
* Staff do not access personal or work email whilst supervising children.
* Staff send personal information by encrypted email and share information securely at all times.

*Mobile phones – children*

* Children do not bring mobile phones or other ICT devices with them to the setting. If a child is found to have a mobile phone or ICT device with them, this is removed and stored in [lockers or a locked drawer] until the parent collects them at the end of the session.

*Mobile phones – staff and visitors*

* Personal mobile phones are not used by our staff on the premises during working hours. They will be stored in cupboard.
* In an emergency, personal mobile phones may be used in an area where there are no children present, with permission from the manager.
* Our staff and volunteers ensure that the setting telephone number is known to family and other people who may need to contact them in an emergency.
* If our members of staff or volunteers take their mobile phones on outings, for use in case of an emergency, they must not make or receive personal calls, or take photographs of children.
* Parents and visitors are requested not to use their mobile phones whilst on the premises. We make an exception if a visitor’s company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where no children are present.
* These rules also apply to the use of work-issued mobiles, and when visiting or supporting staff in other settings.

*Cameras and videos*

* Our staff and volunteers must not bring their personal cameras or video recording equipment into the setting.
* Photographs and recordings of children are only taken for valid reasons i.e. to record their learning and development, or for displays within the setting, with written permission received by parents (see the Registration form). This includes Tapestry the online Learning Journey we use for parents to access their own child’s progress. Such use is monitored by the manager/trainee manager.
* Where parents request permission to photograph or record their own children at special events, general permission is gained from all parents for their children to be included. Parents are advised that they do not have a right to photograph anyone else’s child or to upload photos of anyone else’s children.
* If photographs of children are used for publicity purposes, parental consent must be given and safeguarding risks minimised, for example, ensuring children cannot be identified by name.

*Social media*

* Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
* Staff should not accept service users, children and parents as friends due to it being a breach of expected professional conduct.
* In the event that staff name the organisation or workplace in any social media they do so in a way that is not detrimental to the organisation or its service users.
* Staff observe confidentiality and refrain from discussing any issues relating to work
* Staff should not share information they would not want children, parents or colleagues to view.
* Staff should report any concerns or breaches to the designated person in their setting.
* Staff avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If a practitioner and family are friendly prior to the child coming into the setting, this information is shared with the manager prior to a child attending and a risk assessment and agreement in relation to boundaries is agreed.

*Electronic learning journals for recording children’s progress*

* Managers seek permission from the senior management team prior to using any online learning journal. A risk assessment is completed with details on how the learning journal is managed to ensure children are safeguarded.
* Staff adhere to the guidance provided with the system at all times.

*Use and/or distribution of inappropriate images*

* Staff are aware that it is an offence to distribute indecent images. In the event of a concern that a colleague or other person is behaving inappropriately, the Safeguarding Children and Child Protection policy, in relation to allegations against staff and/or responding to suspicions of abuse, is followed.
* Staff are aware that grooming children and young people online is an offence in its own right and concerns about a colleague’s or others’ behaviour are reported (as above).

**Further guidance**

* NSPCC and CEOP *Keeping Children Safe Online* training: www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |  | *(name of provider)* |
| On | 07/09/15 | *(date)* |  | *(date)* |
| Date to be reviewedReviewed onReviewed on:**Reviewed on: 02/12/2023** | 07/09/1620th October 2016/17*25/11/2018/***24/02/20/21/22** | *(date)* |  | *(date)* |
| Signed on behalf of the provider | AM Glancy |  |  |
| Name of signatory | Dannielle Glancy |  |  |
| Role of signatory (e.g. chair, director or owner) | Trainee Manager |  |  |

**Other useful Early Years Alliance publications:**

Safeguarding Children (2013)

Employee Handbook (2011)

Ofsted Registration Number-EY431739

**Our Lady’s Pre-School Registration Form.**

**Personal details:**

Child’s surname ....................................................Other names…………………………………………….…….Male/Female

Date of birth……………………………………………………...Religion....................................................................................

Ethnicity...................................................................Language spoken by child at home.......................................

Mother’s full name…………………………………………………………………………………………………………………………………………..

Father’s full name..................................................................................................................................................

Main Carer/Guardian who has parental responsibility..........................................................................................

Siblings...................................................................................................................................................................

Address of child………………………………………………………………………………………………………………………………………………..

.............................................................................................................................Post code..................................

Home telephone number......................................................................................................................................

Mother’s mobile........................................................Father’s mobile...................................................................

Mother’s work number.............................................Father’s work number.........................................................

Mother’s e-mail.........................................................Father’s e-mail....................................................................

Emergency contact names, telephone numbers and relationship to child.

***(In line with GDPR Data Protection Regulations 25/05/2018 please see back page for signatures of consent)*** ................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

Does your child have any allergies?..........................................................................................................Yes/No

If yes, please explain here. (or on a separate sheet of paper) ................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

Does your child have any medical conditions......................................................................................... Yes/No

If yes, please explain here. (or on a separate sheet of paper) ................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

Does your child have any additional needs?..............................................................................................Yes/No

If yes, please explain here. (or on a separate sheet of paper)

…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Does your child take medication?..............................................................................................................Yes/No

If yes, please state what medication your child is taking and for what condition.

................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

Does your child have any specific/cultural, dietary requirements?...........................................................Yes/No

If yes, please explain here. ........................................................................................................................................................…......................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

Do you have any concerns regarding your child’s development? Is he/she being seen by any other professionals?................……………………......................................................................................................Yes/No

If yes, please explain here. (or on a separate sheet of paper)

………………………………………………………………………………………………………………………………………………………….………………………………………………………………………………………………………………………………………………………….………………………………………………………………………………………………………………………………………………………….………………………………………………………………………………………………………………………………………………………….

Do you give your consent for the pre-school manager/ deputy manager to make decisions, should an emergency arise regarding the health and wellbeing of your child?.........................................................Yes/No

Do you give your consent for your child’s photo to be taken?..................................................................Yes/No

(These will only be used within the pre-school and not for publication outside the setting without further consent).

Do you give your consent for your child’s photo to sometimes be included in their peer’s folders to illustrate their making friends and building relationships within the preschool environment? .……………………….....Yes/No

Do you give your consent for your child to go outside the pre-school on outings?..................................Yes/No

(This will be to the local park, library, etc. Additional information and consent forms will be sent to parents prior to each outing).

Do you give your consent for staff to apply sun cream/nappy cream on your child if necessary?............Yes/No

Password for collection of child by authorised persons……………………………………………………………………………………

*Health and Development*

Has your child received the following immunisations? Please confirm and provide date of immunisations given.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Two months old** | 5-in-1 (DTaP/IPV/Hib) vaccine - diphtheria, tetanus, pertussis (whooping cough), polio and Haemophilus influenzae type b (Hib). | Yes □ No □ | Date: |  |
|  | Pneumococcal (PCV) vaccine. | Yes □ No □ | Date: |  |
|  | Rotavirus vaccine. | Yes □ No □ | Date: |  |
| Three months old | 5-in-1 (DTaP/IPV/Hib) vaccine, second dose - diphtheria, tetanus, pertussis (whooping cough), polio and Haemophilus influenzae type b (Hib) | Yes □ No □ | Date: |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Meningitis C vaccine. | Yes □ No □ | Date: |  |
|  | Rotavirus, second dose. | Yes □ No □ | Date: |  |
| Four months old | 5-in-1 (DTaP/IPV/Hib) vaccine, third dose - diphtheria, tetanus, pertussis (whooping cough), polio and Haemophilus influenzae type b (Hib). | Yes □ No □ | Date: |  |
|  | Pneumococcal (PCV) vaccine, second dose. | Yes □ No □ | Date: |  |
| Between 12 and 13 months old | Hib/Men C booster - Haemophilus influenza type b (Hib), forth dose and meningitis C, second dose. | Yes □ No □ | Date: |  |
|  | MMR vaccine – mumps, measles and rubella. | Yes □ No □ | Date: |  |
|  | Pneumococcal (PCV) vaccine, third dose. | Yes □ No □ | Date: |  |
| Two to three years | Flu vaccine | Yes □ No □ | Date: |  |
| Three years and four months or soon after | MMR vaccine, second dose – mumps, measles and rubella. | Yes □ No □ | Date: |  |
|  | 4-in-1 (DTaP/IPV) pre-school booster - diphtheria, tetanus, pertussis (whooping cough) and polio. | Yes □ No □ | Date: |  |

Details of professionals involved with your child

**GP**

|  |  |  |  |
| --- | --- | --- | --- |
| Name  |  | Telephone  |  |
| Address |  |
|  |

**Health Visitor** (if applicable)

**Social worker** (if applicable)

|  |  |  |  |
| --- | --- | --- | --- |
| Name  |  | Telephone  |  |
| Address |  |
|  |

Has your child attended another setting where they were in receipt of government funding?...............Yes/No

Please provide details:…...…………………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Is your child currently attending another setting or has a nanny/childminder?........................................Yes/No

Please provide details: …………………………………………………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………………………………………………….………………………………………………………………………………………………………………………………………………………………………..

Do you agree to pay all fees one month in advance by Standing Order?..................................................Yes/No

(Should this prove difficult, please discuss with the pre-school manager, who can arrange for fees to be paid on a weekly basis). This is not relevant to children who are entitled to government funding.

**All fees must be paid even if your child is absent due to illness or holidays whilst the pre-school is open.**

**It is the policy of the pre-school that one month’s notice in writing is given if you wish to terminate your child’s registration. All outstanding fees must be paid prior to leaving.**

**As the children are preparing for school it is important that they attend regularly and on time. Please notify the pre-school if your child will not be attending due to illness or any other reason on the day that they will be absent.**

**Parents are also reminded that funded places must be used appropriately, or you may lose your child’s place.**

Reviewed on 02/12/23 by AM Glancy. Manager.

**IMPORTANT–General Data Protection Regulations Consent: (New Data Protection became Law on 25th May 2018)**

Dear Parents,

Your signature on this form is your explicit consent for Our Lady’s Pre-School to process personal data relating to you and your child in accordance with the Data Protection Act and General Data Protection Regulation, (GDPR). The information given will be used as described in our Privacy Notice, which will be easily accessible by email, hard copy, on our website and within our Policies & Procedures.

Personal data will only be shared as is necessary and always in a fair and lawful manner.

Your data will only kept for as long as necessary and with your full consent.

|  |  |  |  |
| --- | --- | --- | --- |
| I have read The Privacy Notice in line with the GDPR  | Name: | Signature: | Date: |

**To be completed by parent/carers with Legal Responsibility for the child.**

|  |  |  |  |
| --- | --- | --- | --- |
| Child’s Name: | Parent/Carers Name: | Signature: | Date: |

To be completed by parent/carers giving us consent to hold your data as described in the Privacy Notice.

|  |  |  |
| --- | --- | --- |
| Parent/Carers Name: | Signature: | Date: |

|  |  |  |
| --- | --- | --- |
| Parent/Carers Name: | Signature: | Date: |

**To be completed & signed by Emergency Contacts:**

|  |  |  |  |
| --- | --- | --- | --- |
| Name: | Relationship to child: | Phone numbers: | Signature & Date: |
| Name: | Relationship to child: | Phone numbers: | Signature & Date: |
| Name: | Relationship to child: | Phone numbers: | Signature & Date: |
| Name: | Relationship to child: | Phone numbers: | Signature & Date: |

Ofsted Registration Number-EY431739

 **Parental involvement:**

**Policy statement**

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

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

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

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

The Children Act (1989) defines parental responsibility as 'all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property’. (For a full explanation of who has parental responsibility, refer to the Early Years Alliance publication Safeguarding Children.)

**Procedures:**

* Parents are made to feel welcome in our setting; they are greeted appropriately.
* We have a means to ensure all parents are included - that may mean that we have different strategies for involving fathers, or parents who work or live apart from their children.
* We make every effort to accommodate parents who have a disability or impairment.
* We consult with all parents to find out what works best for them.
* We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.
* We inform all parents about how the setting is run and its policies, through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
* Information about a child and his or her family is kept confidential within our setting. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child’s development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child. Reference is made to our Sharing Policy on seeking consent for disclosure.
* We seek written parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs/film for the purposes of record keeping.
* The expectations that we make on parents are made clear at the point of registration.
* We make clear our expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
* We seek parents’ views regarding changes in the delivery of our service.
* We encourage parents to become involved in the social and cultural life of the setting and actively contribute to it.
* As far as possible our service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
* We provide sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
* Our key persons meet regularly with parents to discuss their child’s progress and to share concerns if they arise.
* Where applicable, our key persons and Senco work with parents to carry out an agreed plan to support special educational needs.
* Where applicable, our key persons work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
* We involve parents in the shared record keeping about their children - either formally or informally – and ensure parents have access to their children's written and online developmental records.
* We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
* We support families to be involved in activities that promote their own learning and well-being; informing parents about relevant conferences, workshops and training.
* We consult with parents about the times of meetings to avoid excluding anyone.
* We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language; making every effort to provide an interpreter for parents who speak a language other than English and to provide translated written materials.
* We hold meetings in venues that are accessible and appropriate for all.
* We welcome the contributions of parents, in whatever form these may take.
* We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents have access to our written complaints procedure.
* We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home. There are opportunities for parents to take active roles in supporting their child’s learning in the setting: informally through helping out or taking part in activities with their child, or through structured projects engaging parents and staff in learning about children’s learning.

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

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

|  |  |  |
| --- | --- | --- |
| This policy was adopted by | Our Lady’s Pe-School | *name of provider* |
| On | 8th September 2014/15/10th October 2017/18/19/20/21/22 | *(date)* |
| Reviewed & Up-Dated on**: 02/12/2023** |  | *(date)* |
| Signed on behalf of the provider |  |
| Name of signatory | Anne Marie Glancy |
| Role of signatory (e.g. chair, director or owner) | Pre-School Manager/Owner |

**Other useful Early Years Alliance publications**

* Complaint Investigation Record (2015)
* Engaging Mothers & Fathers (2010)
* Safeguarding Children (Ed 2013)
* Looking at Learning Together (2005)
* The First and Foremost Series (2008)



Ofsted Registration Number: EY 431739

**Policy for Pregnant Employees:**

**Policy Statement**

It is our intention to ensure the safety and well-being of pregnant employees.

We aim to ensure that all Risks Assessments and Health & Safety Requirements are adhered to.

**Methods**

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

* No lifting of heavy toys, equipment or resources.
* No stretching up to reach utensils/equipment at high levels.
* No climbing on steps/ladders/chairs.
* Avoid lifting of children e.g. for toileting or other purposes, other staff on hand to assist with this.
* Sit down and rest periods whenever needed.
* Paid leave for anti-natal/midwife appointments.
* Manager and fellow colleagues to offer help and support in creating a calm and peaceful ambiance for the duration of the pregnant employee’s time at work.

|  |  |  |
| --- | --- | --- |
| This policy was adopted by |  | *(name of provider)* |
| On | *8th September 2014* | *(date)* |
| Reviewed on**Reviewed on: 02/12/2023**  | *8th September 2015**9th September 2016 & 09/09/2017/06.03.20/21/22* | *(date)* |
| Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair, director or owner) | *Pre-School Manager* |  |



Ofsted Registration Number: EY 431739

**Promoting positive behaviour:**

**Policy statement**

We believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

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

Most incidents where children show challenging behaviour is usually when they want to play with a certain toy/resource which another child has. This is when our large 5 minute timer works extremely well, when we are teaching children about sharing and taking turns and that they must learn to wait for their turn, we set the timer and they know that it will be their turn next.

All staff at Our Lady’s Pre-School strongly believe in positive reinforcement. Children love praise, and by praising their good behaviour e.g. good sharing, good sitting at carpet time, good tidying up etc. they generally want to repeat the good behaviour.

We appoint a member of staff as behaviour coordinator to oversee and advise on the team’s responses to challenging behaviour.

**Procedures**

 The named person who has overall responsibility for behaviour management, is:

**Anne Marie Glancy. Manager**

Who will:]

**-** help implement the setting’s behaviour procedures including the stepped approach;

**-** have the necessary skills to advise other staff on how to address behaviour issues and to access expert advice, if necessary;

**-** ensure all staff discuss any challenging or behavioural issues informally and more formally at staff meetings.

*Stepped approach*

**Step 1**

Our named behaviour co-ordinator will be: **Dannielle Glancy. Trainee Manager.**

 ensure that EYFS guidance relating to ‘behaviour management’ is incorporated into relevant policy and procedures;

 be knowledgeable with, and apply the setting’s procedures on Promoting Positive Behaviour;

 ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).

**Step 2**

**** We address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.

**** Behaviours that result in concern for the child and/or others will be discussed between the key person, the behaviour coordinator and Special Educational Needs Coordinator (SENCO) or/and manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.

**** If the behaviour continues to reoccur and remain a concern then the key person and behaviour coordinator should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If a cause for the behaviour is not known or only occurs whilst in the setting then the behaviour coordinator will suggest using a focused intervention approach to identify a trigger for the behaviour.

If a trigger is identified then the behaviour coordinator/SENCO and key person will meet with the parents to plan support for the child through an Individual Education Plan at Early Years Action of the Special Educational Needs Code of Practice (SENCOP). If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the IEP and help implement the actions. The plan should be monitored and reviewed regularly by the behaviour coordinator and SENCO until improvement is noticed. All incidents and intervention relating to unwanted and challenging behaviour by children should be clearly and appropriately logged.

**Step 3**

**** If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to give occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting. At this point.

**** It may also be agreed that the *Common Assessment Framework (CAF)* Now referred to as **Early Years Assessment** or Early Help process should begin and that specialist help be sought for the child if deemed necessary – this support may address either developmental or welfare needs. (See Supporting Children with SEN policy 9.2) If the child’s behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding and Children and Child Protection Policy (1.2).

**** Advice provided by external agencies should be incorporated into the child’s IEP and regular multi-disciplinary meetings held to review the child’s progress.

*Initial intervention approach*

 We use an initial problem solving intervention for all situations in which a child or children are distressed on in conflict. All staff use this intervention consistently.

 This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.

 *Focused intervention approach*

**** The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.

**** Where we have considered all possible reasons, then a focused intervention approach should then be applied.

**** This approach allows [me/the key person and behaviour coordinator] to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.

**** We follow the ABC method which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

*Use of rewards and sanctions*

**** All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.

**** Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a ‘prize’ is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be ‘compliant’ and respond to meet adult’s own expectations in order to obtain a reward (or for fear of a sanction). If used then the type of rewards and their functions must be carefully considered before applying.

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

*Use of physical intervention*

**** The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child’s attention.

**** Staff should not use physical intervention – or the threat of physical intervention, to manage a child’s behaviour unless it is necessary to use “reasonable force in order to prevent children from injuring themselves or others or damage property” (EYFS).

**** If “reasonable force” has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child’s file, which states clearly when and how parents were informed.

**** Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being.

*Challenging Behaviour/Aggression by children towards other children*

* Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
* 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 should be informed.
* The designated person will contact children’s social care if appropriate and will consider whether notifying the police if appropriate.
* The designated person will make a written record of the incident, which is kept in the child’s file; in line with the *Safeguarding children, young people and vulnerable adults* policy.
* The designated person should complete a risk assessment related to the child’s challenging behaviour to avoid any further instances.
* The designated person should meet with the parents of the child who has been affected by the behaviour to advise them of the incident and the setting’s response to the incident.
* Ofsted should be notified if appropriate.
* Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
* Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

*Challenging unwanted behaviour from adults in the setting*

* Settings will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
* Allegations of discriminatory remarks or behaviour including xenophobia 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 and in the case of a staff member, disciplinary measures being taken.
* Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people 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 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 a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child’s place.

**Further guidance**

**** Special Educational Needs Code of Practice (DfES 2001)

|  |  |  |
| --- | --- | --- |
| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |
| On | *8th September 2014* | *(date)* |
| Date to be reviewed**Reviewed on: 02/12/2023**  | *8th September 2015/16/17/18/19/20/21/22* | *(date)* |
| Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair, director or owner) | *Pre-School Manager* |  |

**Other useful Early Years Alliance publications**

 Reflecting on Behaviour (2010)

 The Social Child (2007)

Ofsted Registration Number: EY 431739

**Providers Records:**

**Policy statement**

I keep records and documentation for the purpose of maintaining my business. These include:

 Records pertaining to my registration.

 Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.

 Financial records pertaining to income and expenditure.

 Risk assessments.

 Employment records of my staff including their name, home address and telephone number.

I consider my records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained with regard to the framework of the *General Data Protection Regulations (2018), further details are given in our Privacy Notice* and the Human Rights Act (1998).

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

**Procedures**

 All records are my responsibility and I ensure they are kept securely.

 All my records are kept in an orderly way in files and filing is kept up-to-date.

My financial records are kept up-to-date for audit purposes.

 I maintain health and safety records; these include risk assessments, details of checks or inspections and guidance etc.

 My Ofsted registration certificate is displayed.

 My Public Liability insurance certificate is displayed.

 All my employment and staff records are kept securely and confidentially.

**I notify Ofsted of any:**

 change in the address of my premises;

 change to my premises which may affect the space available to us or the quality of childcare we provide;

 change to my name, address or contact information;

 change to the person managing my provision;

 significant event which is likely to affect our suitability to look after children; or

 other event as detailed in the *Statutory Framework for the Early Years Foundation Stage* (DfE 2012).

**Legal framework**

* Genera Data Protection Regulations (GDPR) (2018)

 Human Rights Act 1998

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| --- | --- | --- |
| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |
| On | *8th September 2014* | *(date)* |
| Date to be reviewedReviewed on**Updated in line with GDPR on 15/05/2018****Reviewed on 02/12/2023 by AM Glancy** | *8th September 2015**10th October 2016/17/18/19/20/2/22* | *(date)* |
| Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair, director or owner) | *Pre-School Manager* |  |

**Other useful Early Years Alliance publications**

 Accident Record (2013)

 Accounts Record (2005)

 Safeguarding Children (Ed 2013)

 Recruiting and Managing Employees (2011)

 Financial Management (2010)

 Medication Administration Record (2013)

 Daily Register and Outings Record (2012)

 Managing Risk (2009)

 Complaints Investigation Record (2012)

Ofsted Registration Number: EY 431739

**Recording and reporting of accidents and incidents:**

**Policy statement**

We follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) for the reporting of accidents and incidents*. (Covid19 related incidents to the DfE, NHS, Early Years Bromley. Please see our Covid 19 folder for further information)*

Child protection matters or behavioural incidents between children are not regarded as incidents and there are separate procedures for this.

**Procedures**

*Our accident book:*

**-** is kept in a safe and secure place;

**-** is accessible to our staff and volunteers, who all know how to complete it; and

**-** is reviewed at least half termly to identify any potential or actual hazards.

*Reporting accidents and incidents*

 Ofsted is notified as soon as possible, but at least within 14 days, of any instances which involve:

**-** food poisoning affecting two or more children looked after on our premises;

**-** a serious accident or injury to, or serious illness of, a child in our care and the action we take in response; and

**-** the death of a child in our care.

 Local child protection agencies are informed of any serious accident or injury to a child, or the death of any child, while in our care and we act on any advice given by those agencies.

 Any food poisoning affecting two or more children or adults on our premises is reported to the local Environmental Health Department.

 We meet our legal requirements in respect of my safety and the safety of my employees and the public by complying with RIDDOR. We report to the Health and Safety Executive:

**-** Any work-related accident leading to an injury to a member of the public (child or adult), for which they are taken directly to hospital for treatment.

**-** Any work-related accident leading to a specified injury to me or one of my employees. Specified injuries include injuries such as fractured bones, the loss of consciousness due to a head injury, serious burns or amputations.

**-** Any work-related accident leading to an injury to me or one of my employees which results in them being unable to work for seven consecutive days. All work-related injuries that lead to me or one of my employees being incapacitated for three or more days are recorded in our accident book.

**-** When I or one of my employees suffers from a reportable occupational disease or illness.

**-** Any death, of a child or adult, that occurs in connection with a work-related accident.

**-** Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident, but could have done; such as a gas leak.

**-** Information for reporting incidents to the Health and Safety Executive is provided in the Early Years Alliance's Accident Record publication. Any dangerous occurrence is recorded in our incident book (see below).

*Incident book*

**** We have ready access to telephone numbers for emergency services, including the local police. Where we rent premises we ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies.

**** We ensure that my staff and volunteers carry out all health and safety procedures to minimise risk and that they know what to do in an emergency.

**** On discovery of an incident, we report it to the appropriate emergency services – fire, police, ambulance – if those services are needed.

**** If an incident occurs before any children arrive, I will risk assess this situation and decide if the premises are safe to receive children. I may decide to offer a limited service or to close the setting.

**** Where an incident occurs whilst the children are in our care and it is necessary to evacuate the premises/area, we follow the procedures in our Fire Safety and Emergency Evacuation Policy or, when on an outing, the procedures identified in the risk assessment for the outing.

**** If a crime may have been committed, we ask all adults witness to the incident make a witness statement including the date and time of the incident, what they saw or heard, what they did about it and their full name and signature.

**** We keep an incident book for recording major incidents, including some of those that that are reportable to the Health and Safety Executive as above.

****

These incidents include:

**-** a break in, burglary, or theft of personal or our setting's property;

**-** an intruder gaining unauthorised access to our premises;

**-** a fire, flood, gas leak or electrical failure;

**-** an attack on an adult or child on our premises or nearby;

**-** any racist incident involving families or myself or my staff on the setting's premises;

**-** a notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on our premises;

**-** the death of a child or adult; and

**-** a terrorist attack, or threat of one.

**** In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, is also recorded.

**** In the unlikely event of a terrorist attack, we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety and Emergency Evacuation Policy will be followed, including ACT, where children have practised going into the large cupboard in the hall, if there is an imminent threat outside [and our staff will take charge of their key children]. The incident is recorded when the threat is averted.

**** In the unlikely event of a child dying on our premises, the emergency services are called and the advice of these services are followed.

**** The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

* Education Inspection Framework
* As required under the Education Inspection Framework we maintain a summary record of all accidents, exclusions, children taken off roll, incidents of poor behaviour and discrimination, including racist incidents, and complaints and resolutions.

**Legal framework**

**** Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995 (As Amended)

**Further guidance**

* Education Inspection Framework (Ofsted 2021)
* RIDDOR Guidance and Reporting Form: www.hse.gov.uk/riddor

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| On | *8th September 2014* | *(date)* |
| Date to be reviewedReviewed on**Reviewed on 02/12/2023****By AM Glancy** | *8th September 2015**20th October 2016/17/18/19/20/21/22* | *(date)* |
| Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair, director or owner) | *Pre-School Manager* |  |

**Other useful Early Years Alliance publications**

 Accident Record (2013)

 Reportable Incident Record (2012)

Ofsted Registration Number: EY 431739

**Risk assessment: (Including Covid 19)**

**Policy statement**

We believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment. ***(please see our Covid 19 folder for additional Risk Assessments, Implementation Plans, Restrictions, Policies & Procedures***) *Although many covid restrictions have been lifted, we still adhere to strict Risk Assessments to ensure the health and safety of our children, staff, parents and visitors.*

**Risk assessment means:**

*Taking note of aspects of your workplace and activities 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.*

The law does not require that all risk is 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.

Health and safety risk assessments inform procedures. Staff and parents should be involved in reviewing risk assessments and procedures – 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.

This policy is based on the five steps below:

 Identification of a risk: Where is it and what is it?

 Who is at risk: Childcare staff, children, parents, visitors etc?

 Assessment as to whether the level of a risk is high, medium, low. This takes into account both the likelihood of it happening, as well as the possible impact if it did.

 Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?

 Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

**Procedures**

 I arrange training for myself, staff and volunteers to ensure they have adequate training in health and safety matters.

 Our risk assessment process covers adults and children and includes:

**-** determining where it is helpful to make some written risk assessments in relation to specific issues, i.e. written risk assessments are checked and completed before, after and throughout each session, to inform staff practice, and to demonstrate how we are managing risks if asked by parents and/or carers and inspectors;

**-** checking for and noting hazards and risks indoors and outside, in relation to our premises and activities; e.g. plug sockets being covered, locks on doors, areas clean, uncluttered, wires kept out of reach, climbing frame always supervised. Outside area clear of any discarded rubbish, animal faeces etc.

**-** assessing the level of risk and who might be affected;

 Where more than five staff and volunteers are employed, the risk assessment is written and is reviewed regularly.

 We maintain lists of health and safety issues, which are checked daily before the session begins, as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.

 The Parish Priest ensures that checks, such as electricity and gas safety checks, and any necessary work to the setting premises are carried out annually and records are kept.

 Our manager ensures that staff members carry out risk assessments that include relevant aspects of fire safety, food safety for all areas of the premises.

 Our manager ensures that staff members carry out risk assessments for work practice including:

**-** changing children;

**-** preparation and serving of food/drink for children;

**-** children with allergies;

**-** cooking activities with children;

**-** supervising outdoor play and indoor/outdoor climbing equipment;

**-** rest period after lunch.

**-** assessment, use and storage of equipment for disabled children;

**-** the use and storage of substances which may be hazardous to health, such as cleaning chemicals;

**-** visitors to the setting who are bringing equipment or animals as part of children’s learning experiences; and

**-** following any incidents involving threats against staff or volunteers.

 Our manager ensures that staff members carry out risk assessments for off-site activities if required, including:

**-** children’s outings; including use of public transport

**-** forest schools;

**-** home visits; and

**-** other off-site duties such as attending meetings. Banking etc

* We take precautions to reduce the risks of exposure to Legionella (Legionnaires disease). Our manager ensures that we are familiar with the HSE guidance and risk assess accordingly and have seen the risk assessment relevant to the premises from the landlord.

**Legal framework**

 Management of Health and Safety at Work Regulations (1999)

**Further guidance**

 Five Steps to Risk Assessment (HSE 2011)

 Legionnaires’ Disease – A Brief Guide for Dutyholders (HSE 2012) www.hse.gov.uk/pubns/indg458.pdf

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| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |
| On | *8th September 2014* | *(date)* |
| Date to be reviewedReviewed on**Reviewed on 02/12/2023** | *8th September 2015**9th September 2016/17/18/19/20/2/22* | *(date)* |
| Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair, director or owner) | *Pre-School Manager* |  |

**Other useful Early Years Alliance publications**

Managing Risk (2009)

Ofsted Registration Number: EY431739

**Safeguarding Children and Child Protection:**

**Policy statement**

Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our Safeguarding Policy is based on the three key commitments of the Early Years Alliance Safeguarding Children Policy.

**Procedures**

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

***Key commitment 1***

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

* Our designated person (a member of staff) who co-ordinates child protection issues is, and is always available:

**Dannielle Glancy –Trainee Manager.**

* Our other designated officers are: Hannah Paton. Jayne Sawyer. Tania Tuckfield. Kerry Lynch and **Anne Marie Glancy--Manager**
* We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
* All staff have an up-to-date knowledge of safeguarding issues, are alert to the signs and symptoms of abuse, and understand their professional duty to ensure safeguarding concerns are reported to the local authority children’s social work team or the NSPCC.

All staff understand their responsibilities under the General Data Protection Regulations and the circumstances under which they may share information about you and your child with other agencies.

* 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.
* Adequate and appropriate staffing resources are provided to meet the needs of children.
* Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
* Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
* Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
* Volunteers do not work unsupervised.
* Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
* the criminal records disclosure reference number;
* the date the disclosure was obtained; and
* details of who obtained it.
* All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
* All staff and volunteers are required to notify us if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, court orders, reprimands and warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision (see above questions), or have had orders made in relation to care of their children.
* We notify the Disclosure and Barring Service of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
* Procedures are in place to record the details of visitors to the setting.
* Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
* Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.
* Any personal information is held securely and in line with data protection requirements and guidance from the ICO
* The designated lead person in the setting has responsibility for ensuring that there is an adequate e-safety policy in place
* We keep a written record of all complaints and concerns including details of how they were responded to.
* We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
* The designated officer will support the designated person to undertake their role adequately and offer advice, guidance, supervision and support.
* The designated person will inform the designated officer at the first opportunity of every significant safeguarding concern, however this should not delay any referrals being made to the children’s social worker services, the LADO, Ofsted or Riddor.
* 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.
* The ‘designated person’ and the ‘designated officer’ ensure they are adequately informed in vulnerable adult protection matters.

***Key commitment 2***

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).

***Responding to suspicions of abuse***

* We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
* When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
* significant changes in their behaviour;
* deterioration in their general well-being;
* their comments which may give cause for concern, or the things they say (direct or indirect
* disclosure);
* changes in their appearance, their behaviour, or their play;
* unexplained bruising, marks or signs of possible abuse or neglect; and
* any reason to suspect neglect or abuse outside the setting.
* We consider factors affecting parental capacity and risk, such as social exclusion, domestic violence, parent’s drug or alcohol abuse, mental or physical illness or parent’s learning disability.
* We are aware of other factors that affect children’s vulnerability such as, abuse of disabled children; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, such as through internet abuse; and Female Genital Mutilation and radicalisation; that may affect, or may have affected, children and young people using our provision.
* We also make ourselves aware that some children and young people are affected by gang activity, by 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 department *(MASH)* **Now known as Children and Families Hub,** 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.
* We have a whistle blowing policy in place.

***Recording suspicions of abuse and disclosures***

* Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
* listens to the child, offers reassurance and gives assurance that she or he will take action;
* does not question the child;
* makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.
* These records are signed and dated and kept in the child's personal file, which is kept securely and confidentially.
* The member of staff acting as the 'designated person' is informed of the issue at the earliest opportunity, and within 1 working day.
* Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

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

* The Early Years Alliance's publication Safeguarding Children contains procedures for making a referral to the local children's social care team, as well as a template form for recording concerns and making a referral.
* We keep a copy of this document alongside the procedures for recording and reporting set down by our Local Safeguarding Children Board, which we follow where local procedures differ from those of the Early Years Alliance.

***Escalation process***

* If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the LSCB escalation process.
* We will ensure that staff are aware of how to escalate concerns.

***Informing parents***

* Parents are normally the first point of contact. Concerns are discussed with parents to gain their view of events, unless it is felt that this may put the child in greater danger.
* Parents are informed when we make a record of concerns in their child’s file and that we also make a note of any discussion we have with them regarding a concern.
* If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed in greater danger.
* This will usually be the case where the parent is the likely abuser
* If there is a possibility that advising a parent beforehand may place a child at greater risk the designated person should seek advice from children’s social work services, about whether or not to advice parents beforehand, and should record and follow the advice given.

***Liaison with other agencies***

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

***Allegations against staff***

* We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
* We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:
* inappropriate sexual comments;
* excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
* We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
* We ensure that all staff or volunteer know how to raise concerns about a member of staff or volunteer within the setting. We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with our response
* We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
* We refer any such complaint immediately to the **Local Authority Designated Officer (LADO)** to investigate:

|  |  |
| --- | --- |
| ***Gemma Taylor- 020 8313 4146****.* | *(name and phone number)* |

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

***Disciplinary action***

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

***Key commitment 3***

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

**Training**

Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.

Designated persons receive training in accordance with that recommended by the Local Safeguarding Children Board.

We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.

**Planning**

The layout of the rooms allow for constant supervision. No child is left alone with volunteers/students in a one-to-one situation without being visible to others.]

**Curriculum**

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

We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.

We ensure that this is carried out in a way that is developmentally appropriate for the children.

***Confidentiality***

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

*Support to families*

* We believe in building trusting and supportive relationships with families, staff and volunteers.
* We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, 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 care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
* Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

**Legal framework**

Primary legislation

Children Act (1989 s47)

Protection of Children Act (1999)

Data Protection Act (1998)

The Children Act (Every Child Matters) (2004)

Safeguarding Vulnerable Groups Act (2006)

Childcare Act 2006

Secondary legislation

Sexual Offences Act (2003)

Criminal Justice and Court Services Act (2000)

Equalities Act (2010)

General Data Protection Regulations (GDPR) (2018)

Childcare (Disqualification) Regulations 2009

Children and Families Act 2014

Serious Crime Act 2015

**Further guidance**

***Revised guidance published: Working Together to Safeguard Children (2018)***

What to do if you’re worried a Child is Being Abused (DfE 2015))

Framework for the Assessment of Children in Need and their Families (DoH 2000)

The Common Assessment Framework for Children and Young People**: Now known as Early Help Assessment.** A Guide for Practitioners (CWDC 2010**)**

Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)

Information Sharing: Guidance for Practitioners providing Safeguarding Services (DfE 2015)

Keeping Children Safe in Education (2015)

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| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |
| On | 07.09.15 | *(date)* |
|  |  | *(date)* |
| Reviewed on *09/09/16/16/17/18/19/20/21/22****Updated in line with GPPR on 15/05/2018*** ***Reviewed & Updated on: 02/12/2023*** ***By Jayne Sawyer*** Signed on behalf of the provider | Anne Marie Glancy |
| Name of signatory | As above |
| Role of signatory (e.g. chair, director or owner) |  |

Ofsted Registration Number: EY 431739

**Staffing:**

**Policy statement**

We provide a higher staffing ratio than is legally required by the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Also due to the fact that we have a qualified teacher who can have a ratio of 1-13 children who are three years or older, we very rarely use this but it is useful to have in an emergency situation. Our staff are appropriately qualified and we carry out checks for enhanced criminal records and barred list checks through the Disclosure and Barring Service in accordance with statutory requirements.

**Procedures**

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

 Children aged two years: 1 adult : 4 children: **1 adult to 5 children September 2023.**

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

- One member of staff who holds a level 6 Professional Teacher Status.

**-** Five members of staff who hold a full and relevant level 3 qualification; and

**-** Two members of staff hold a full and relevant level 2 qualification.

 We follow the Early Years Foundation Stage Safeguarding and Welfare Requirements where a Qualified Teacher, Early Years Professional or other suitable level 6 qualified person is working directly with children aged three and over.

**-** there is at least one member of staff for every 13 children; and

We only include those aged 17 years or older within our ratios. Where they are competent and responsible, we may include students on long-term placements and regular volunteers.

 A minimum of two staff/adults are on duty at any one time; one of whom is either our manager or deputy.

 Our manager deploys our staff, students and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are within sight and hearing of staff at all times.

 Our staff, students and volunteers inform their colleagues if they have to leave their area and tell colleagues where they are going.

 Our staff, students and volunteers focus their attention on children at all times and do not spend time in social conversation with colleagues while they are working with children.

 We assign each child a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.

 We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

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| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |
| On | *8th September 2014* | *(date)* |
| Date to be reviewedReviewed on Reviewed on:**Reviewed & Updated on:** | *8th September 2015**10th September 2016**29/12/2017/18/****10/03/20/21/22******02/12/2023 by D Glancy***  | *(date)* |
| Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair, director or owner) | *Pre-School Manager* |  |

**Other useful Early Years Alliance publications**

 Employee Handbook (2012)

 Recruiting and Managing Employees (2011



Ofsted Registration Number: EY 431739

**Student placements:**

**Policy statement**

We recognise that qualifications and training make an important contribution to the quality of the care and education we provide. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience.

We aim to provide for students on placement with us, experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

**Procedures**

 We require students on qualification courses to meet the Suitable Person requirements of the Early Years Foundation Stage and have a satisfactory enhanced DBS check with barred list check(s).

 We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care.

 We require schools, colleges or universities placing students under the age of 17 years with us to vouch for their good character.

 We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.

 Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.

 Trainee staff and students over the age of 17 may be included in the ratios if they are deemed competent and responsible.

 We take out employers' liability insurance and public liability insurance, which covers both students and voluntary helpers.

 We require students to keep to our Confidentiality and Client Access to Records Policy.

 We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.

 We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures, including the Fire/Act drill and Safeguarding.

 We communicate a positive message to students about the value of qualifications and training.

 We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.

 We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

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| This policy was adopted by | Our Lady’s Pre-School  | *(name of provider)* |
| On | *8th September 2014* | *(date)* |
| Date to be reviewedReviewed onReviewed on:**Reviewed on: 02/12/2023 by AM Glancy** | *8th September 2015* *14th October 2016**29/12/2017/2018/* 10/03/20/21/22 | *(date)* |
| Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair, director or owner) | *Pre-School Manager* |  |

##

## Ofsted Registration Number: EY 431739

## Supervision of children on outings and visits

**Policy statement**

Children benefit from being taken outside of the premises on visits or trips to local parks, library or other suitable venues, for activities which enhance their learning experiences. Our setting has a large, secure outside play area. We ensure that there are procedures to keep children safe outside and on outings; all staff and volunteers are aware of and follow the procedures as laid out below.

**Procedures**

* We ask parents to sign a general consent on registration for their children to be taken out on local short outings as a part of the daily activities of the setting. This general consent details the venues used for daily activities.
* We assess the risks for each local venue used for daily activities, which is reviewed regularly.
* We always ask parents to sign specific consent forms before major outings; and the risks are assessed before the outing takes place.
* I (manager) and all staff taking part in the outing sign off every risk assessment.
* Children with allergies or other specific needs have a separate risk assessment completed i.e. child with allergies visiting a supermarket.
* An excursion will not go ahead if concerns are raised about its viability at any point.
* The designated lead is always a level 3 trained.
* Any written outing risk assessments are made available for parents to see.

Our adult to child ratio is high, normally one adult to two children, depending on their age, sensibility and the type of venue, as well as how it is to be reached.

* A minimum of two staff accompany children on outings. Unless the whole setting is on an outing, a minimum of two staff also remain behind with the rest of the children.
* Named children are assigned to individual staff member to ensure that each child is well supervised, that no child goes astray and that there is no unauthorised access to children.
* Parents who accompany us on outings are responsible for their own child only. Where parents have undergone vetting with us as volunteers, they may be included in the adults to child ratio and have children allocated to them.
* Staff frequently count their designated children and ensure hands are held when on the street and crossing the road. We use a bus rope with handles, which has been very effective over the years.
* Outings are recorded in an outings record book kept in the setting, stating:
* The date and time of the outing.
* The venue and mode of transport used.
* [The names of the staff members assigned to each of the children.]
* The time of return.
* We take a mobile phone on outings, as well as supplies of tissues, wipes, spare clothing and nappies, medicines required for individual children, a mini first aid kit, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children, as well as how long they will be out for. We apply sun cream to children as needed and ensure they are dressed appropriately for the type of outing and weather conditions.
* We take a list of children with us with contact numbers of parents/carers, as well as an accident book and a copy of our Missing Child Policy.
* We provide children with yellow Hi-Vis vests to wear, which have been personalised with the name and setting telephone number – but not the name of the child.
* Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.
* We ensure that seat belts are worn whilst travelling in vehicles and that booster seats and child safety seats are used as appropriate to the age of the child.
* As a precaution, we ensure that children do not eat when travelling in vehicles.
* We ensure that contracted drivers are from reputable companies, do not have unsupervised access to the children and are not included in the ratios.

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| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |
| On | 08/09/2015 | *(date)* |
| Date to be reviewedDate Reviewed on**Updated on** **Reviewed & Updated on 02/12/23 by** **AM Glancy** | 08/09/201609/09/2016 & 29/12/201718/05/2018 /10/03/2020/21/22 | *(date)* |
| Signed on behalf of the provider | Anne Marie Glancy |
| Name of signatory | As above |
| Role of signatory (e.g. chair, director or owner) | Manager/owner |

**Other useful Pre-school Learning Alliance publications**

* Daily Register and Outings Record (2012)
* Managing Risk (2009)

Ofsted Registration Number: EY431739

**Supporting Children with Special Educational Needs:**

**Policy statement.**

We provide an environment in which all children with special educational needs (SEND) are supported to reach their full potential.

* We have regard for the Special Educational Needs and Disability Code of Practice (2014).
* We have in place a clear approach for identifying, responding to, and meeting children’s SEN[[1]](#footnote-1).
* We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns. ***(This was especially important during the Covid lockdowns; the manager kept in contact with all parents, particularly those who had children with SEND, offering them direct contact at all times by allowing them to have her personal mobile number. Sometimes parents phoned just to have someone to talk to. This proved to be a valuable service to all our parents).***
* We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
* We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

**Procedures**

* We designate a member of staff to be the Special Educational N**e**eds Co-ordinator (SENCO) and give her name to parents. Our SENCO is: **Hannah Paton.** Our SENCo, the manager and trainee manager have all undergone training for the new hub in October 2019. This involves creating a support plan and assuring all relevant information is added to it for parents and other agencies to view and discuss.
* [The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEND.
* We ensure that the provision for children with SEND is the responsibility of all members of the setting.
* We ensure that our inclusive admissions practice ensures equality of access and opportunity.
* We provide a broad, balanced and differentiated curriculum for all children.
* We apply SEND support to ensure early identification of children with SEN.
* We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
* We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes
* We where appropriate, take into account children’s views and wishes in decisions being made about them, relevant to their level understanding. We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
* We liaise and work with other external agencies to help improve outcomes for children with SEN.
* We have systems in place for referring children for further assessment e.g. Early Help Assessment and Education, Health and Care (EHC) assessment.
* We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
* We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN.
* We raise awareness of our special education provision via our website and or promotional materials.
* We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, [staff and management meetings,] parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
* We provide a complaints procedure.
* We monitor and review our policy annually.

**Further guidance**

* Early Years Foundation Stage Statutory Framework (DfE 2014)
* Working Together to Safeguard Children (DfE 2018)
* Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

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| --- | --- | --- |
| This policy was adopted by | Our Lady’s Pre-School | *(name of provider)* |
| On | 07/09/2015 | *(date)* |
| Reviewed & updated on: | 07/10/2016-28/12/2017 | *(date)* |
| **Updated on:****Reviewed on: 02/12/2023****by AM Glancy.** Signed on behalf of the provider | 18/05/2018 /10/03/2020/21/22 |
| Name of signatory | Anne Marie Glancy |
| Role of signatory (e.g. chair, director or owner. | Manager/Owner |

**Other useful Early Years Alliance publications**

* Guide to the Equality Act and Good Practice (2010) SEND Code of Practice

**Identification, assessment and support for children with SEND**

**Early years practice procedures:**

We have regard for the Special Educational Needs and Disability (SEND) (DfE and DoH 2015) which states that local authoritiesmust ensure that all early years providers that they fund in the maintained, private, voluntary and independent sectors are aware of the requirement on them to meet the needs of children with SEN and disabilities. When securing funded early education for two, three- and four-year-olds local authorities should promote equality and inclusion for children with disabilities or SEN; this includes removing barriers that prevent access to early education and working with parents to give each child support to fulfil their potential. During the Covid outbreak we will review and update children’s SEN support plans more frequently to ensure their progress and well-being.

The term SEN support defines arrangements for identifying and supporting children with special educational needs and/or disabilities. We are required to offer appropriate support and intervention and to promote equality of opportunity for children that we care for. Children’s SEND generally falls within the following four broad areas of need and support:

* communication and interaction
* cognition and learning
* social, emotional and mental health
* sensory and/or physical needs

Graduated approach

Initial identification and support (identifying special educational needs)

* Ongoing formative assessment forms part of a continuous process for observing, assessing, planning and reviewing children’s progress.
* Children identified as having difficulty with one or more area of development should be given support by applying some simple strategies and resources.
* For most children application of some simple differentiation approaches will be enough to build confidence and help the child develop, 9.12a SEN Support: Initial record of concern form can be used for this purpose.
* If despite applying differentiated strategies a child continues to struggle and is showing significantly more difficulty with learning than their peers or has a disability which requires specific adjustments, then the key person should raise a concern with the setting’s SENCo/setting manager and the child’s parents.

Observation and assessment of children’s SEN

Where a child appears to be behind expected levels, or their progress gives cause for concern, educators should consider all the information about the child’s learning and development from within and beyond the setting.

* Information can be collated from formal checks such as the progress check at age two, observations from parents and observation and assessment by the setting of the child’s progress.
* When specialist advice has been sought externally, this is used to help determine whether or not a child has a special educational need (SEN).
* The child’s key person and SENCo/Manager use this information to decide if the child has a special educational need.
* If the decision is that the child does have a SEN and the parents are not already aware of a concern, then the information is shared with them. Once parents have been informed, they should be fully engaged in the process, contributing their insights to all future actions for their child.

**Planning intervention**

* Everyone involved with the child should be given an opportunity to share their views. Parents should be encouraged to share their thoughts on the child’s difficulties and be involved in the decision as to what will happen next.
* A first intervention option may be to carry on with applying differentiated support and to review the child’s progress at an agreed date. If the child’s needs are more complex, then the decision maybe to go straight ahead and prepare 09.13b SEN support: Action plan with detailed evidence-based interventions being applied straight away and simultaneously external referrals made.
* If relevant, then the child should be appropriately included in development of the action plan but only at a level which reflects their stage of comprehension.
* 09.13b SEN support: Action plan described below, ensures that children that are identified, or suspected of having a SEN will receive the right level of support and encouragement with their learning and development as early as possible.

**Involving the child**

* The SEND Code of Practice supports the rights of children to be involved in decisions about their education.
* Inclusion of children with SEND helps build self-confidence and trust in others.
* Ascertaining children’s views may not be easy, a range of strategies will be needed.
* Accurate assessment helps identify children’s strengths and possible barriers to learning.
* The key person and setting manager/SENCo work in partnership with parents and other agencies to involve the child wherever appropriate.
* Children are involved at appropriate stages of the assessment and to their level of ability.
* Establishing effective communication is essential for the child’s involvement.

**SEN action plan**

* 09.13b SEN support: Action plan, should show what support is required to help achieve outcomes for the child and detail the frequency of these interventions and who will apply them and with what resources.
* A review date (at least termly) should be agreed with the parents so that the child’s progress can be reviewed against expected outcomes and next steps agreed.
* A copy of the plan is stored in the child’s fileso thatany other member of staff or an inspector looking at the file will see how the child is progressing and what interventions have been or are being applied.
* If a child requires specific medical interventions during their time in the setting, 04.2a Health care plan form should also be completed and integrated into the general plans to ensure the child’s medical needs are known and safely met.
* The action plan should provide an accessible summary of the child’s needs, which can be used if further assessment is required including a statutory Education Health and Care (EHC) Assessment, and development of an EHC plan.

**Drawing up a SEN action plan**

* If external agencies are already involved at this stage, then they should also be invited to help decide on what appropriate interventions are needed to help meet outcomes for the child. The SENCo/setting manager should take the lead in coordinating further actions including preparation of the action plan and setting short-term targets.
* Where there are significant emerging concerns (or an identified special educational need or disability) targeted action plans are formulated that relate to a clear set of expected outcomes and stretching targets.
* 09.13b SEN support: Action plan, highlights areas in which a child is progressing well; areas in which some additional support might be needed and any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It describes the activities and strategies the provider intends to adopt to address any issues or concerns.
* Planned intervention should be based on the best possible evidence and have the required impact on progress with longer-term goals covering all aspects of learning and development and shorter-term targets meeting goals.
* The plan should focus on the needs of the child, the true characteristics, preferences, and aspirations of the child and involvement of the parents with a clear set of targets and expected outcomes for the child. Effective planning at this stage should help parents and children express their needs, wishes, and goals:
* focus on the child as an individual and not their SEN label
* be easy for children to understand and use clear ordinary language and images, rather than professional jargon
* highlight the child strengths and capacities
* enable the child, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future
* tailor support to the needs of the individual
* organise assessments to minimise demands on families
* bring together relevant professionals to discuss and agree together the overall approach
* If the child fails to make progress and multi-agency support is sought, then it is at this point that Early Help Assessment should be considered.

**Record keeping**

If a child has or is suspected of having a SEN, a dated record should be kept of:

* the initial cause for concern and the source of this information, (the progress check at age two and/or outcomes of previous interventions). 09.13a SEN support: Initial record of concern form can also be used for this purpose drawing information from other sources
* the initial discussion with parents raising the possibility of the child’s SEN
* the views of the parents and other relevant persons including, wherever possible, the child’s views;
* the procedures followed with regard to the Code of Practice to meet the child’s SEND e.g. SEN action plan, referrals to external agencies and for statutory assessment
* evidence of the child’s progress and any identified barriers to learning
* advice from other relevant professionals; and all subsequent meetings with parents and other persons and any subsequent referrals

Records may include

* observation and monitoring sheets
* expressions of concern
* risk assessments
* access audits (01.1b)
* health care plans (including guidelines for administering medication)
* Support Plan
* SEND IEP’s
* meetings with parents and other agencies
* additional information from and to outside agencies
* agreements with parents
* guidelines for the use of children’s individual equipment; Early help CAF referrals
* referral to the local authority identifying a child’s special educational needs and request for statutory Education, Health, Care (EHC) needs assessment; and a copy of an EHC plan

**Seeking additional funding/enhanced/top up**

If the child’s needs cannot be met from within the setting’s core funding, then it will be at this point that the evidence collated will be used to apply for top up/enhanced funding from the local authority’s inclusion fund. If a new or existing child is disabled, then the setting should check if the family is in receipt or have applied for Disability Living Allowance. If so, the setting will be able to apply to their local authority for the local Disability Access Fund.

#### Statutory education, health and care (EHC) assessment and plan

**Statutory assessment**

* If a child has not made progress, then the next steps may be for the child to undergo an Education, Health and Care Assessment.
* If a child is under compulsory school age, the local authority will conduct an EHC needs assessment if they consider that the child’s needs cannot be met within the resources normally available to the early years setting.
* Children aged under age two are eligible where an assessment has indicated that the child is likely to have SEN which requires an EHC plan when they reach compulsory school age.
* When a child’s needs appear to be sufficiently complex, or the evidence suggest specialist intervention then the local authority is likely to conclude that an EHC plan is necessary
* The local authority should fully involve the parent and must seek advice from the setting in making decisions about undertaking an EHC assessment and preparing an EHC plan.
* Settings should prepare by collating information about the child’s SEND including:
* documentation on the child’s progress in the setting
* interventions and support provided to date
* evidence of external agency assessment, support and recommendations
* parental views and wishes (and where appropriate those of the child)

The information will then be submitted to the local authority to allow them to accurately assess the child in the context of the support already given.

* The local authority mustinform the child’s parents of their decision within six weeks of receiving a request for an assessment and give its reasons for their decision. If the local authority decides to conduct an assessment, it must ensure the child’s parents are fully included right from the beginning and are invited to contribute their views. If the local authority subsequently decides not to conduct an assessment it must theninform the parents of their right to appeal that decision, of the requirement for them to consider mediation should they wish to appeal.
* If the local authority decides that a statutory EHC plan is not necessary, it mustnotify the parents and inform the provider, giving the reasons for the decision. This notification musttake place within 16 weeks of the initial request or of the child having otherwise been brought to the local authority’s attention.
* If the decision following an assessment is to compile an EHC plan the local authority should consult collaboratively with the parents in the preparation of the plan ensuring that their views and their child’s preferences are taken into account and that plans describe positively what the child can do and has achieved to date.
* Plans are evidenced based and focus on short term outcomes and long-term aspirations for the child including family and community support. Parents have the right to request a particular provision for their child to be named within their EHC plan.
* If an early years setting is named, the local authority must fund this provision. They cannot force a setting to take a child and can only name the provision in the EHC if the setting agrees.
* Local authorities should consider reviewing an EHC plan for a child under age five at least every three to six months. Such reviews would complement the duty to carry out a review at least annually but may be streamlined and not necessarily require the attendance of the full range of professionals, depending on the needs of the child. The child’s parents mustbe fully consulted on any proposed changes to the EHC plan and made aware of their right to appeal to the Tribunal.

**External intervention and support**

Where external agency intervention has been identified to help support a child with SEND then this intervention should be recommended in writing by a suitably reliable source such as a speech and language therapist, paediatrician or educational psychologist.

**Further guidance**

[SEND Code of Practice: 0 to 25 years](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25) (DfE and DoH 2015)

[Ready, Steady, SENCO](https://portal.eyalliance.org.uk/Shop#!prod/303f4ad6-7564-ea11-a811-000d3a0ba8fe/curr/GBP) (Allian

Ofsted Registration Number: EY 431739

**The role of the key person and settling-in:**

**Policy statement**

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, [the staff] and the setting by providing secure relationships in which children thrive, parents have confidence, our staff are committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make our setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

**Procedures**

  ***As key person I am responsible for:***

 Providing an induction for the family and for settling the child into our setting.

‒ Offering unconditional regard for the child and being non-judgemental.

‒ Working with the parents to plan and deliver a personalised plan for the child’s well-being, care and learning.

‒ Acting as the key contact for the parents.

 Developmental records and for sharing information on a regular basis with the child’s parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.

‒ Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child’s development with those carers.

‒ Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.

 We promote the role of the key person as the child’s primary carer in our setting, and as the basis for establishing relationships with other adults and children.

*Settling-in*

 Before a child starts to attend our setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting and individual meetings with parents.

 During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting. ***(****Due to Covid restrictions, this has not been possible, however, the manager/trainee manager will discuss at length on the phone to new parents regarding their questions and their child’s needs. The manager will usually deliver a registration pack to their home and have a chat with them, always maintaining social distancing. It also provides an opportunity to meet with the child, then when they do start the pre-school, there will be a familiar face for them to see, this helps with their settling in). Parents can also bring the child to view the pre- school from outside, so that it is not completely strange to them when they start to attend****.***

***These restrictions have now been lifted, and parents can again come into the setting with their child.***

 The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.

 We use pre-start visits and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records.

 When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.

 Younger children may take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re- settle them.

 We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.

 When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.

 We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left.

 We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.

 We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.

 Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.

*The progress check at age two*

 The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance *A Know How Guide: The EYFS progress check at age two*.

 The progress check aims to review the child’s development and ensures that parents have a clear picture of their child’s development.

 Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.

 The progress check will describe the actions that will be taken by us to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s). This includes our Local Health Visiting Team from Bromley Health Care, whom we share information regarding the child’s developmental progress with the parent’s consent.

The key person will plan activities to meet the child’s needs within the setting and will support parents to understand the child’s needs in order to enhance their development at home.

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| On | *8th September 2014* | *(date)* |
| Date to be reviewedReviewed on**Reviewed on: 02/12/2023 by** **AM Glancy** |  *September 2023**September 2016/17/18/19/20/21/22* | *(date)* |
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| Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair, director or owner) | *Pre-School Manager* |  |

**Other useful Early Years Alliance publications**

 Play is What I Do (2010)

Statutory Framework for the Early Years Foundation Stage: With supporting documentation (2012)

Ofsted Registration Number: EY 431739

**Transfer of records to school:**

**Policy statement**

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

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

Confidential records are shared where there have been child protection concerns according to the process required by our (Local Safeguarding Children Board. (MASH) Now known as ***Families & Children’s Hub.***

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting. Prior to transferring information, we will establish the lawful basis for doing so (see our Privacy Notice).

Procedures

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

 Using the *Early Outcomes* (DfE 2013) guidance and our assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.

 The record refers to:

– any additional language spoken by the child and his or her progress in both languages;

– any additional needs that have been identified or addressed by our setting;

– any special needs or disability, whether a (CAF) Now known as ***Early Help Assessment.*** was raised in respect of special needs or disability, whether there is a EHCP in place, and the name of the lead professional.

 The record contains a summary by the key person and a summary of the parent’s view of the child.

 The document may be accompanied by other evidence, such as photos or drawings that the child has made.

 When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.

 If there have been any welfare or protection concerns, we place a star on the front of the assessment record.

Transfer of confidential information

 The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in our setting and what was done about them.

 We will make a summary of the concerns to send to the receiving setting or school, along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these for us to use.

 Where a (CAF) ***Early Help Assessment*** has been raised in respect of any welfare concerns, we will pass the name and contact details of the lead professional on to the receiving setting or school.

 Where there has been a s47 investigation regarding a child protection concern, we will pass the name and contact details of the child’s social worker on to the receiving setting or school – regardless of the outcome of the investigation.

 We post or take the information to the school or setting, ensuring it is addressed to the setting or school’s designated person for child protection and marked as 'confidential’.

 We do not pass any other documentation from the child's personal file to the receiving setting or school.

**Legal framework**

General Data Protection Regulations (GDPR) (2018)

 Freedom of Information Act (2000)

 Human Rights Act (1998)

 Children Act (1989)

**Further guidance**

 What to do if You're Worried a Child is Being Abused (HMG 2006)

 Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

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| Date to be reviewedReviewed on***Updated in line with GPPR on 15/05/2018*****Reviewed & Updated on: 27/11/2023 by****AM Glancy** | *8th September 2015**10th October 2016 & 2017/* **12/03/20/21/14/11/22** | *(date)* |
| Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair, director or owner) | *Pre-School Manager* |  |

Ofsted Registration Number: EY 431739 

 **Uncollected child**

 **Policy statement**

In the event that a child is not collected by an authorised adult by their expected collection time, we put into practice agreed procedures. The child will receive a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

**Procedures**

**** Parents are asked to provide the following specific information when their child starts attending our setting, which is recorded on our Registration Form:

**-** Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.

**-** Place of work, address and telephone number (if applicable).

**-** Mobile telephone number (if applicable).

**-** Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.

**-** Who has parental responsibility for the child.

**-** Information about any person who does not have legal access to the child.

**** On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.

**** On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us with details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child by operating a password system.

**** Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. Our contact telephone number is [07983 660589].

**** If a child is not collected at their expected collection time, we follow the procedures below:

**-** The child’s file is checked for any information about changes to the normal collection routines.

**-** If no information is available, parents/carers are contacted at home or at work.

**-** If this is unsuccessful, the adults who are authorised by the parents to collect their child - and whose telephone numbers are recorded on the Registration Form - are contacted.

**-** All reasonable attempts are made to contact the parents or nominated carers.

**-** The child does not leave the premises with anyone other than those named on the Registration Form or in their file.

**-** If no-one collects the child within one hour of their expected collection time and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.

**-** We contact the local authority children’s social care team:

|  |  |
| --- | --- |
| **Email:**mash@bromley.gov.uk**Tel:** 020 8461 7373 / 7309**Fax:** 020 8313 4400Civic Centre, Stockwell Close, Bromley, BR1 3UH | *(name and phone number)* |

**-** Or the out of hours duty officer (where applicable):

|  |  |
| --- | --- |
| **Bromley Safeguarding Children Board: Tel-0208 461 7373/7379/7026** | *(name and phone number)* |

**Out of hours emergencies only**

5.00pm - 8.30am and weekends

**Tel:** 0300 303 8671

**-** The child stays at the setting in the care of two of our fully-vetted workers, one of whom will be our manager or deputy manager until the child is safely collected either by the parents or by a social care worker.

**-** Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.

**-** Under no circumstances will we go to look for the parent, nor leave the setting premises with the child.

**-** We ensure that the child is not anxious and we do not discuss our concerns in front of them.

**-** A full written report of the incident is recorded in the child’s file.

 Depending on circumstances, we reserve the right to charge parents for the additional hours worked.

 Ofsted may be informed:

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| --- | --- |
| **0300 123 1231** | *(telephone number)* |

 The local Early Years Alliance office/Development Worker may also be informed:

|  |  |
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| **0207 697 2500** | *(name and phone number)* |

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|  Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair, director or owner) | *Pre-School Manager* |  |

Ofsted Registration Number: EY 431739

**Valuing diversity and promoting equality & Inclusion:**

**Certificated Equality & Inclusion Officer/Manager: Anne Marie Glancy.**

**Policy statement:**

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their individual, social, economic, ethnic, cultural or religious backgrounds and situations; including those who have encountered criminality.

Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same gender. Some children have close links with extended families of grandparents, aunts, uncles and cousins; while others may be more removed from close kin, or may live with other relatives or foster carers. Some children have needs that arise from a disability, or may have parents that are affected by disability. Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment. We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

 provide a secure and accessible environment in which all children can flourish and in which all contributions are considered and valued;

 include and value the contribution of all families to our understanding of equality and diversity;

 provide positive non-stereotyping information about gender roles, diverse family structures, diverse socio-economic, ethnic and cultural groups and disabled people;

 improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;

 challenge and eliminate discriminatory actions;

 make inclusion a thread that runs through all of the activities of the setting; and

 foster good relations between all communities.

**Procedures**

***Admissions***

Our setting is open and accessible to all members of the community.

 We reflect the diversity of our society in our publicity and promotional materials.

 We provide information in clear, concise language, whether in spoken or written form.

 We base our Admissions Policy on a fair system.

 We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.

 We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act (2010). These are:

**-** disability;

**-** race;

**-** gender reassignment;

**-** religion or belief;

**-** sex;

**-** sexual orientation;

**-** age;

**-** pregnancy and maternity; and

**-** marriage and civil partnership.

 We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to their disability.

 We make adjustments to ensure that disabled children can participate successfully in the services offered by the setting and in the curriculum offered.

 We do not discriminate against a child or refuse entry to our setting because of their parent’s criminal backgrounds.



We take action against any discriminatory behaviour by my staff, volunteers or parents whether by:

**-** direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;

**-** indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;

**-** association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or

**-** perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation because of their mannerisms or how they speak.

 Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on, or around, our premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

[*Employment*

 All applicants are judged against explicit and fair criteria.

 Applicants are welcome from all backgrounds and posts are open to all.

 We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.

 The applicant who best meets the criteria is offered the post, subject to references and suitability checks. This ensures fairness in the selection process.

 All our job descriptions include a commitment to promoting equality, and recognising and respecting diversity as part of their specifications.

 We monitor our application process to ensure that it is fair and accessible.

*Training*

 We ensure that our staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.

 We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

*Curriculum*

The curriculum offered in our setting encourages children to develop positive attitudes about themselves as well as people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

 making children feel valued and good about themselves and others;

 ensuring that children have equality of access to learning;

 undertaking an access audit to establish if the setting is accessible to all disabled children and adults;

 making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;

 making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;

 positively reflecting the widest possible range of communities in the choice of resources;

 avoiding stereotypes or derogatory images in the selection of books or other visual materials;

 celebrating locally observed festivals;

 creating an environment of mutual respect and tolerance;

 differentiating the curriculum to meet children’s special educational needs;

 helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;

 ensuring that the curriculum offered is inclusive of children with special educational needs and disabled children;

 ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and

 ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

*Valuing diversity in families*

 We welcome the diversity of family lifestyles and work with all families.

 We] encourage children to contribute stories of their everyday life to the setting.

 We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.

 For families who speak languages in addition to English, we will develop means to encourage their full inclusion.

 We offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial support. We also discretely offer free places to some families who are suffering from financial hardship.

 We take positive action to encourage disadvantaged and under-represented groups to use the setting.

*Food*

 We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met where ever possible.

 We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

*Meetings*

 Families who wish to are encouraged to become involved in the running of the setting.

 We positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child.

*Monitoring and reviewing*

 So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meet our overall aims to promote equality, inclusion and to value diversity.

 We provide a complaints procedure and a complaints summary record for parents to see.

**Legal framework**

The Equality Act (2010)

Children Act (1989) & (2004)

Special Educational Needs and Disability Act (2001)

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| Date to be reviewedReviewed onReviewed on:**Reviewed & Updated on 27/11/2023 by AM Glancy** | *8th September 2015**8th September 2016**29/12/2017/2019/* **12/03/20/21/14/11/2022**  | *(date)* |
| Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair, director or owner) | *Pre-School Manager* |  |

**Other useful Early Years Alliance publications**

 Guide to the Equality Act and Good Practice (2011)

 All Together Now (2011)

 Where’s Dad? (2009)

Ofsted Registration Number: EY 431739

**Whistle Blowing Policy**

**Policy statement**

**Procedures**

It is our intention that staff working at Our Lady‘s Pre-School feel confident about coming forward and reporting any issues/concerns that they may have regarding the areas below, whilst remaining protected from any subsequent discrimination. This Policy is to be used in conjunction with our Safeguarding Children and Child Protection Policy and North Somerset Safeguarding Procedure for Early Years and Play Providers 2014.

 Ensure staff understand their responsibilities and feel confident in raising and reporting a serious concern at the earliest opportunity

 Provide avenues for staff to raise concerns and receive feedback on any action taken

 Ensure that staff receive a response to their concerns and that they are aware of how to pursue them if they are not satisfied

 Reassure staff that they will be protected from possible reprisals or victimisation if they have made any disclosures in good faith

Any concerns can be reported without this leading to any harassment or victimisation, and every effort will be made to keep both the concern and the member of staff’s identity confidential

**What should be reported?**

 The inappropriate treatment or care of a child – If it is a Safeguarding Concern the Allegations Against Staff section of our Safeguarding Procedure will be used.

 Any breach in the behaviour of manager, staff, student or volunteer

 Discrimination of any kind.

 Concerns that could impact on the health and safety of the children or adults.

 Inappropriate use of settings assets.

 Decision making for personal gain.

 Abuse of position.

 Inappropriate use of budget.

 Deceit.

 Tampering with documents.

**Methods of reporting**

 A concern can be initially raised by any staff member to the manager in the event the concern is about your manager contact **LADO –*Gemma Taylor Tel: 020 8313 4146.***

 **Ofsted- 0300 123 1231**

 Discuss the nature of the concern together with the background, history of the concerns and provide relevant dates of incidents.

 There is no expectation that staff prove beyond a doubt the truth of their suspicion, however they will need to demonstrate that they are acting in good faith and there are reasonable grounds for their concern.

 All employees will be treated fairly.

  **Concerns will be dealt with in the following way:**

 Initial enquiries will be made to decide whether an investigation is appropriate and if so what form it should take.

 The incident will be investigated by the manager /LADO or Ofsted

 If it is a safeguarding concern, Safeguarding procedures will be followed including those already mentioned that relate to allegations against staff and may form the subject of an independent inquiry.

 Within ten working days of the concern being raised, the member of staff will receive in writing:

 Acknowledgement that the concern has been received an indication as to how the setting will proceed to deal with the matter.

 Supply the member of staff with information on staff support mechanisms.

 Inform the member of staff concerned as to whether any further investigation will take place and if not, why not.

It may be necessary for the setting to interview staff to ensure that their disclosure is fully understood. Any meeting can be arranged away from the workplace, if so wished, and a representative or a friend may accompany the involved member of staff for support.

If there are any difficulties experienced as a result of raising a concern, support will be offered.

Staff will be kept informed of the progress and outcome of any investigation to assure that any disclosure has been properly addressed unless legal reasons determine otherwise.

**Confidentiality-** will be maintained and every effort will be made not to reveal a member of staff’s identity if they so wish. If however a member of staff makes an allegation frivolously, maliciously or for personal gain, appropriate action that could include disciplinary action may be taken.

The public Interest Disclosure Act 1998 seeks to protect employees from discrimination as a result of “blowing the whistle” on their organisation, or individuals within it, through amendments to employment law.

If you are not satisfied with the outcome of the investigation, you may elevate your concerns directly to Ofsted Tel: 0300 123 3155 or

Email: whistleblowing@ofsted.gov.uk.

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| Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair/owner) | *Pre-School Manager* |  |

Ofsted Registration Number: EY 431739

**Working in partnership with other agencies:**

**Policy statement**

We work in partnership with local and national agencies to promote the well-being of all children**.**

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

**Procedures**

 We work in partnership, or in tandem, with local and national agencies to promote the well-being of children.

 We have procedures are in place for the sharing of information about children and families with other agencies. These are set out in our Privacy Notice, Information Sharing Policy, Safeguarding Children and Child Protection Policy and the Supporting Children with Special Educational Needs Policy.

 Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.

 When working in partnership with staff from other agencies, we make those individuals welcome in our setting and respect their professional roles.

 We follow the protocols for working with agencies, for example on child protection.

 We ensure that staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.

 Our staff do not casually share information or seek informal advice about any named child/family.

 When necessary, we consult with and signpost to local and national agencies who offer a wealth of advice and information that help us to develop our understanding of the issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

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| Date to be reviewedReviewed on**Updated in line with GDPR on: 18/05/2018****Reviewed on 02/12/2023 by AM Glancy** | *8th September 2015**10th September 2016-29/12/2017* 12/03/20/21/22 | *(date)* |
| Signed on behalf of the provider |  |  |
| Name of signatory | *Anne Marie Glancy* |  |
| Role of signatory (e.g. chair, director or owner) | *Pre-School Manager* |  |

1. This includes disabled children with special educational needs [↑](#footnote-ref-1)