

POLICIES AND PROCEDURES

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SECTION 1.0

CHILD PROTECTION

Safeguarding and Welfare Requirement: Child Protection

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

1.1 Children's rights and entitlements

Policy statement

- We 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 can offer consistent, positive, and unconditional regard and who can be relied on.
- safe and valued as individuals in their families and in relationships beyond the family, such as day care or school; self-assured and form a positive sense of themselves – including all aspects of their identity and heritage.
- included equally and belong in early years settings and in community life.
- confident in abilities and proud of their achievements.
- progressing optimally in all aspects of their development and learning.
- part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world.
- 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.
- 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 can tune in to their verbal, sign, and body language to understand and interpret what is being expressed and communicated.
- adults who are close to children can respond appropriately and, when required, act upon their understanding
- adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services.

Safeguarding and Welfare Requirement: Child Protection
Providers must have and implement a policy, and procedures, to safeguard

1.2 Safeguarding children and child protection

(Including managing allegations of abuse against a member of staff)

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 compliments the [North Somerset Safeguarding Policy for Early Years and Play Providers](#).

Procedures

We carry out the following procedures to ensure we meet the three key commitments.

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 its service delivery.

Staff and volunteers

- Our designated person (a permanent member of staff) who co-ordinates child protection/ safeguarding issues is:
[Claire Watters](#)
- Our designated officer (a permanent member of the leadership team) who oversees this work is:
[Claire Watters](#)
- We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
- We do this by predominately attending North Somerset Council Approved Safeguarding Course from CPD online. We display a copy of the [North Somerset Safeguarding Policy for Early Years and Play Providers](#) on our website and a hard copy is available on the parents/carers daily signing in table.
- All staff have an up-to-date knowledge of safeguarding issues.
- We provide adequate and appropriate staffing resources 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.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks/ DBS with the Criminal Records Bureau before posts can be confirmed.
- Where applications are rejected because of obtaining information that has been disclosed, applicants have the right to know and to challenge incorrect information.

- We abide by Ofsted requirements in respect of references and Criminal Record Bureau/ DBS checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers & staff awaiting DBS checks do not work unsupervised & cannot take children to the toilet/changing area.
- Cameras, tablets, iPads and mobile phones are prohibited in the toilet / nappy changing area.
- Parents, Carers, or extended family members are prohibited from using phones, tablets or I pad on the preschool site.
- We record information about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - Disclosure, barring service reference number/ DBS.
 - the date the disclosure was obtained; and
 - Details of who obtained it.
- We inform all staff that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children monthly (whether received before or during their employment with us).
- We abide by the [Safeguarding Vulnerable Groups Act \(2006\) requirements](#) in respect 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.
- We have procedures for recording the details of visitors to the setting (ID must be seen and recorded in signing in book.)
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- We have 2 doors with unique security code locks which prohibits members of the public from entering the premises.
- We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.

Key commitment 2

We are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in ['What to do if you're worried a child is being abused'](#) (HM Government Dec 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.
 - Any reason to suspect neglect or abuse outside the setting.
- We consider factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug, or alcohol abuse, mental or physical illness or parent's learning disability.
- We are aware of other factors that affect children's vulnerability such as, abuse of disabled children; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, such as through internet abuse; and Female Genital Mutilation; that may affect, or may have affected, 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 children aware of any of these factors affecting older children and young people who we may meet.
- Where we believe that a child in our care or that is known to us may be affected by any of these factors, we follow the procedures below for reporting child protection concerns.
- Where such evidence is apparent, the person being disclosed to makes a dated record of the details of the concern (as soon as practically possible) and discusses what to do with the member of staff who is acting as the 'designated person'. The information is stored on CPOMS (online monitoring safeguarding software.)
- We refer concerns to North Somerset Council Children's 'front door' department and co-operate fully in any subsequent investigation. NB: In some cases, this may mean the police, court or another agency identified by the North Somerset Safeguarding Children's Local 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 \(HM Government March 2010\)](#). This may include students or school children on work placement, apprentices, 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 considered, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
 - listens to the child, offers reassurance, and gives assurance that she or he will act.
 - 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; 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 safeguarding concerns file, which is kept securely in a filing cabinet in the office and confidential.
- The member of staff acting as the 'designated person' is informed of the issue at the earliest opportunity.
- Where North Somerset Safeguarding Children's, Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the North Somerset Safeguarding Children Board.

Making a referral to the North Somerset Council children's social care team

- We use North Somerset forms and procedures for making a referral to the local children's social care team, (Front door) as well as a template form for recording concerns. This is based [North Somerset Safeguarding Children Board and 'What to do if you're worried a child is being abused' \(HMG 2015.\)](#)
- We keep a copy of this document alongside the procedures for recording and reporting set down by our North Somerset Safeguarding Children Board (NSSCB).

Informing parents

- Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events, unless we feel this may put the child in greater danger.

- We make a judgement about whether to inform parents when we make a record of concerns on CPOMs (online monitoring safeguarding software) and that we may also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to children's social care (Front door,) parents are informed while the referral will be made, except where the guidance of North Somerset Safeguarding Children Board (NSSCB) does not allow this, for example, where it is believed that the child may be placed in greater danger.
- This will usually be the case where the parent is the likely abuser. In these cases, the social workers will inform parents.

Liaison with other agencies

- We work within North Somerset Council Children and Young People Services (CYPS) and North Somerset Safeguarding Children Board (NSSCB) guidelines.
- We have the current version of '[What to do if you're worried a child is being abused](#)' (HMG 2015.) Available for parents on our website and staff and ensure that all staff are familiar with what they need to do if they have concerns.
- We have procedures for contacting North Somerset Council regarding child protection issues, including maintaining a list of names, telephone numbers and email addresses of the relevant key people on file and in our business mobile phone, to ensure that it is easy, in any emergency.
- We notify the registration authority (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 on file.

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 or any other person working with the children, 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 North Somerset Safeguarding Children Board (NSSCB) when responding to any complaint that a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to North Somerset Council Designated Officer for Allegations (LADO) Julie Bishop to investigate:
 - [Tel – 01275 888 211 or 07795 092692](tel:01275888211)
 - [Email – LADO@n-somerset.gcsx.gov.uk](mailto:LADO@n-somerset.gcsx.gov.uk)
- We may also contact the [Front door for advice on- 01275 888808/ Out of hours 01454 615165.](tel:01275888808)
- 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.
- North Somerset Front door. The single point of access for all children's social care advice.
- 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 chair will suspend the member of staff on full pay, or the volunteer, 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.

- We are members of the Preschool Learning Alliance and they may be called upon in these circumstances with legal advice and letters.

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 Independent Safeguarding Authority (ISA) 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 its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient, and listened to.

Training

- We seek out training opportunities for all permanent staff and bank staff working at the setting to ensure that they can recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse, and neglect. The safeguarding officer and leadership team are aware of North Somerset Council guidelines for making referrals and are available for any queries, questions or advice on a day-to-day basis.
- Committee members are offered basic awareness training either online or via accredited training and are provided with a copy of the safeguarding policies to read when they join.
- We ensure that designated persons receive training in accordance with that recommended by North Somerset Safeguarding Children Board.

Planning

- We work in one playroom, which can be divided into two. The layout allows for constant supervision and that every child can easily be seen or heard but in most cases, they can be seen and heard. This follows the Revised [Early Years Framework issued by the Dfe](#). Children are however, on occasions left alone with staff who are enhanced DBS checked in a one-to-one or small group situation. Such as visiting the toilet, as our facilities are separate but can be seen from the main playroom, foyer, or kitchen. When this situation arises, the adult must notify another member of staff either in the main playroom, foyer, or kitchen they are taking a child / child to the toilet. It is possible to see staff in our toilet facilities and communicate from the surrounding areas for assistance. No mobile phones or cameras are permitted in these areas.
- All non-DBS checked adults, volunteers, committee members, visitors, parents are not left unsupervised with children at any time, and we encourage all staff to be vigilant.

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 North Somerset Safeguarding Children Board (NSSCB.)

Support to families

- We believe in building trusting and supportive relationships with families, staff, and volunteers in the group.

- 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 always liaising with the local children's social care team, (Front door.)
- 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, after 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 our [Confidentiality and Client Access to Records procedure](#) and only if appropriate under the guidance of North Somerset Safeguarding Children Board.

Legal framework

Primary legislation

- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (2018)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Data Protection Act (2018) Non-Statutory Guidance.

Further guidance

- Working Together to Safeguard Children (most up-to-date copy)
- What to do if you're Worried a Child is Being Abused (HMG 2015)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- Statutory guidance on deciding to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Information Sharing: Guidance for Practitioners and Managers (HMG 2008) (HMG 2006) (HMG 2018)

1.3 Non-Mobile Babies

Introduction

Bruising is the commonest presenting feature of physical abuse in children. This procedure covers all actual or suspected injuries to non-mobile children.

Any bruising, fractures, bleeding, and other injuries such as burns should be taken as a matter of enquiry and concern.

- **Not Independently Mobile** (this should be based on developmental rather than chronological age): a baby who is not crawling, bottom shuffling, pulling to stand, cruising or walking independently. Includes all babies and children who are not able to move independently, including children with a disability. Babies who can roll or sit independently are classed as non-mobile.

Any bruising, fractures, bleeding, and other injuries such as burns should be taken as a matter of enquiry and potential abuse unless otherwise evidenced.

- Bruising in non-mobile babies and children is unusual and is highly suggestive of non-accidental injuries.
- National serious case reviews and local individual child protection cases have indicated that staff have sometimes underestimated the significance of the presence of bruising or minor injuries in children who are not independently mobile. They have therefore not considered what appears to be a rather minor injury as an indicator or precursor to significant injuries or death of a child. Early recognition and action in such cases is key to preventing further injuries.
- Severe child abuse is 6 times more common in babies aged under 1 year than in older children. Infants under the age of one are more at risk of being killed at the hands of another person (usually a carer) than any other age group of children in England and Wales.
- Non-mobile babies very rarely cause injuries to themselves and therefore must be considered at significant risk of abuse.
- Infant deaths from non-accidental injuries often have a history of minor injuries prior to hospital admission.
 - Bruising or injuries in babies and children who are not independently mobile.
 - Bruises that are away from bony prominences.
 - Bruises to the face, back, abdomen, arms, buttocks, ears, or hands.
 - Multiple or clustered bruising.
 - Imprinting and petechiae (for example pinch marks, grab marks particularly around the face).
 - Symmetrical bruising.
 - Bleeding from the nose or mouth.

Any injuries in non-mobile babies, however minor, are cause for concern.

In non-mobile children, the presence of any injury including bruising, of any size, in any site should initiate an inquiry into its explanation, origin, characteristics and history.

The professional who has learnt of or observed the injury should consult with the Safeguarding Lead without delay so that decisions are not made in isolation. Any explanations for the bruising or injury provided by the parents/carers should be discussed with the Safeguarding Lead and Children's Social Care consulted to inform next steps.

Safeguarding and Welfare Requirement: Child Protection
 Providers must have and implement a policy, and procedures, to safeguard children.

1.4 Looked after children- Child looked after

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 their 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 North Somerset Council (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.

- 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 'child looked after' 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 or CLA.
- We offer places for funded three and four-year-olds that 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 four 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, Manager or Deputy Manager.
- 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, manager or child's key person will 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 North Somerset Council 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 regarding the birth parents 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 meeting to determine the objectives of the placement and draw up a Personal Educational Plan (PEP) 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 PEP 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.
 - How any special needs will be supported?
- In addition, the PEP 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's 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 form 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. A combination of the designated person, manager or 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 2018)
- Who Does What: How Social Workers and Carers can Support the Education of Looked After Children (DfES 2018)
- Supporting Looked After Learners - A Practical Guide for School Governors (DfES 2018)
- Promoting the education of looked after children and previously looked after children, (2018)

Safeguarding and Welfare Requirement: Child Protection

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

1.5 Uncollected child

Policy statement

If a child is not collected by an authorised adult at the end of a session/day, we put into practice agreed procedures. This ensures the child is cared for safely by an experienced and qualified staff Member who is known to the child. The child will receive a high standard of care to cause as little distress as possible.

Procedures

- Parents/ carers of children starting at the setting are asked to provide the following specific information on their 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.
 - Mobile telephone number and email address (if applicable).
 - Names, addresses, telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a child-minder, friend, or grandparent.
 - Who has parental responsibility for the child?
 - Information about any person who does not have legal access to the child.
 - Doctors' details.
 - Password.
 - Health visitor and if applicable any details of social care.
- 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 person who will be collecting their child with a description as soon as possible. We agree with parents how to verify the identity of the new person who will now be collecting their child and we ask for appropriate identification in line with our visitors' policy upon arrival.
- 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. We provide parents with our mobile telephone number regularly via newsletters and our website.
- We inform parents that we apply our child protection procedures if their children are not collected by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.
- In the event of a child not being collected at the correct time, the staff at Locking Preschool will follow the procedure below:
 - The child does not leave the premises with anyone other than those named on the registration form, in their file or prearrange with staff members.
 - Always reassure the child that their parent/carers or whoever usually collects will be contacted soon.
 - Ensure the child remains with a familiar member of staff and is kept occupied and distracted.
 - Check with all staff if any messages have been received in case a message has not been passed on.
 - Phone the home/work/mobile telephone number of the parent/carer who would normally be collecting the child.

Phone answered

- If the parent/carer is there, inform them of the situation and ask them to come immediately. If appropriate, remind them of the collecting time and inform them that their child is waiting for them.
- Inform the child that we are trying to make contact and update them with any outcome so far, not unnecessarily worrying them if there was a problem.
- If the parent/carers cannot get to the setting for genuine reason i.e.: road accident or emergency, staff will include the child in a lunch club and or afternoon session (if appropriate and the staff ratios allow this) to reduce the anxiety of the child until the child is picked up.

No answer

- If there was no answer on the usual contact numbers, refer to the emergency contact number/details and explain the circumstances and if possible, arrange collection.
- If no answer on emergency numbers, decide a period to wait in case there was a delay/accident en route, before trying the numbers again.
- Inform ALL members of staff within the building so everyone is aware of the situation and can assist if and where necessary.

- The familiar person from the setting remains with the child, doing all she/he can reassure the child everything will soon be OK, and parent/Carers will soon be here.
- Try the telephone and emergency numbers again.
- If the child lives within proximity and there is sufficient staff, it may be possible to visit the house to see if anyone is at home and this could rectify the situation.
- If no-one collects the child after the setting has been closed for 30 minutes and there is no-one who can be contacted to collect the child and all avenues have been exhausted, we apply the procedures for uncollected children.

We contact North Somerset Council- referrals to Children's Services (Social Care)/ Front door.

[For general enquiries 01275 888 808](#)

[For Child Protection concerns 01275 888690](#)

[Out of Hours on 01454 615165](#)

- The child stays at the setting in the care of two fully vetted members of staff / volunteers / committee 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 staff take the child home with 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 by our staff.
- Ofsted may be informed:
[0300 123 1231](#)
- North Somerset Council SPA (Single Point Access) may also be informed.
[For General Enquiries 01275 888 808](#)
[For Child Protection Concerns 01275 888690](#)

Other useful Pre-school Learning Alliance publications

- Safeguarding Children (Most recent copy)

Safeguarding and Welfare Requirement: Child Protection
Providers must have and implement a policy, and procedures, to safeguard children.

1.6 Missing child

Policy statement

Children's safety is our highest priority, both on and off the premises. Every attempt is made, through carrying exit/entrance procedures and the outing's procedure, to ensure the security of children is always maintained. In the unlikely event of a child going missing from the setting, our missing child procedure and the following actions will be carried out.

Procedures

If a child goes missing from the setting the following actions will be carried out:

- The Manager in charge will carry out a thorough search of the building, toilets, kitchen, outdoor play areas including the car park and a cursory glance of the foundation area of Locking School.
- The register is checked to make sure no other child has also gone astray.
- Doors and the 1 external gate are checked to see if there has been a breach of security whereby a child could wander out.
- The Manager in charge talks to staff to establish what happened.
- If the child is not found, the parent is contacted, and the missing child is reported to the police.
- The setting Manager will contact the chair or a member of the parent committee and report the incident. The chair or member of the committee (if available) comes to the setting immediately to carry out an investigation, with all staff where appropriate.

If a child goes missing when away from the setting (e.g., on a small group or setting outing) where parents are not attending and not responsible for their own child, the following procedure is followed:

- As soon as it is noticed that a child is missing, staff 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.
- The setting Manager is contacted immediately (if not on the outing) and the incident is recorded.

If the child is not found

- The setting Manager contacts the parent/carers, who makes their way to the setting.
- The setting Manager contacts the police and reports the child as missing.
- Staff take the remaining children back to the setting (If appropriate.)
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The setting Manager will contact the chair or a member of the parent committee and report the incident. The chair or member of the committee (if available) comes to the setting immediately to carry out an investigation, with all staff where appropriate.

The investigation

- Staff keep calm and do not let the other children become anxious or worried.
- The Manager together with a representative of the management team speaks with the parent/carers(s).
- The chair or Manager carries out a full investigation taking written statements from all the staff and who were on the outing.
- The key person/ appropriate staff member writes an incident report detailing:
 - The date and time of the report.
 - What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
 - When the child was last seen in the group/outing.
 - What has taken place in the group or outing since the child went missing.
 - The time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); North Somerset's Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, Ofsted is informed.
- Our insurance provider is informed.

- As a result of the investigation: risk assessments, policies and procedures will be updated, and all staff and families will be made aware of the changes made.

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.
- The 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.
- Staff may be the understandable target of parental anger and they may be afraid. Setting manager need to ensure that 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 staff and may single out one staff member over others; they may direct their anger at the setting Manager. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the setting Manager and the other should be the chairperson of the management committee. No matter how understandable the parent's anger may be, aggression or threats against 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. The 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 outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be an exceedingly difficult time. The chairperson will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice.

Safeguarding and Welfare Requirement: Child Protection

The safeguarding policy and procedures must include an explanation of the action to be taken in the event of an allegation being made against a member of staff and cover the use of mobile phones and cameras in the setting.

1.7 Use of tablets/ iPads, mobile phones, cameras and videos

Policy statement

We take steps to ensure that there are effective procedures in place to protect children and adults from the unacceptable use of tablets, iPads, mobile phones and cameras in the setting.

Staff, visitors, volunteers and students are not permitted to use personal mobile phones to take or record any images of the children. Staff must use their designated tablet/ iPad whenever they are taking photographs or videos in the setting. The iPad or tablet that staff use **MUST ONLY** be used for Tapestry online learning diaries. This iPad/ tablet is password protected and not linked to any other device such as a personal mobile phone/ iPad. They must **NOT** have any other apps or access to the internet whatsoever. Staff must use the business mobile iPhone for work related calls. Parents need permission from the designated Manager or safeguarding officer to use personal cameras, videos or mobile phones for photographs, images or recording in the setting.

Procedures

Setting Mobile Phone

- Locking Preschool has one mobile iPhone for all business communication during working hours which is the responsibility of the Manager for usage and charging. This phone is kept in the locked office when not in use and children are present. The camera and video facility are disabled on this phone.
- The business mobile phone number (07810242330) is available to immediate family, children's schools, child-minders that may need to contact them in an emergency during working hours.
- Members of staff may take the settings mobile phone home to make or receive business calls out of hours but must ensure its return before the start of the next working day.
- If any member of staff is required to drive in a working capacity, and has responsibility for the work mobile, it is strongly recommended the phone is switched off and under no circumstances should take or make a call when driving.
- The setting Manager will take the phone to answer any work related calls or text messages, during holidays.

Personal Mobile Phones

- At the beginning of everyone's working day, personal mobile phones belonging to staff are stored in the lockers in the foyer during working hours. Each member of staff will be allocated a locker.
- In the event of an emergency, anticipation of an important phone call or an unexpected critical phone call (i.e.: the school/family member), the member of staff may give out the preschool phone number to receive the call.
- Personal mobile phones are not permitted in the toilet/nappy changing areas.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. All visitors will be required to lock their phones securely in the 'mobile phone lock box' situated in the foyer.
- The Manager and all staff are asked to be vigilant regarding both staff and visitors with all mobile phone usage. All staff have a responsibility and should remind visitors if they are not complying with this policy and report incorrect usage of any staff member to the manager or safeguarding officer.

Cameras and videos

- Members of staff must not bring their own cameras or video recorders into the setting.
- Photographs or videos of children are only taken using the designated I pads/ tablets for the sole use of the online learning diary system, Tapestry. These are prohibited in the toilet area.
- In the case of an outing or other activity away from the setting, risks should be minimised by downloading all photos before taking iPad/tablets from the setting.
- Children have their photographs taken during indoor and outdoor play for valid reasons such as to provide evidence of their achievements. Photographs are displayed in child's learning diaries for children and parent/carers to look through at throughout the year.
- No images will be taken of children which captures them in what are commonly understood as non-public activities like toileting or changing clothes, or which show body parts not usually visible in public settings.
- If photographs of the children taking part in an activity are used to advertise/promote our setting via our Web site, in the local press etc; we do not show children who are in breach of rules or are behaving in a reckless or dangerous fashion.
- All staff are asked to be vigilant regarding when children are in the outside designated areas to prevent unauthorised persons taking photographs or recording images. Special care is taken because we are situated next to a school.
- The Manager and all staff are asked to be vigilant regarding staff, visitors, placements, General public and committee members of cameras and videos usage. All staff have a responsibility and should remind visitors, public if they are not complying with this policy and report incorrect usage of any staff member to the Manager or safeguarding officer.
- The setting has a children's camera, and video recorder which is for the use of the children only in session time to promote their knowledge of ICT equipment. The camera/ video recorder is not permitted to be used by staff and will not leave the premises. If a child takes a photograph that is meaningful to their learning and development this may be printed by a staff member in setting with permission from the manager or deputy. This is to be used in the

child's learning diary only. Any images that are stored on either the video camera/ camera is not to be used for any other purpose and all images will be erased at the end of each week.

- The setting also has several iPad's which are used for the children to build their knowledge and understanding in ICT, and for staff to record activities/celebrations or festivals such as the Christmas Production. The children iPads are only permitted to be used as an adult lead activity where a member of staff can monitor any internet access. All iPads have parental settings to ensure they are safe for the children to use. Some images from the iPad's maybe up-loaded to our website or added to a child's learning diary providing parental consent has been given. Should a member of staff wish to remove the iPads from the provision, the Managers consent must be sought, and the iPad's must be signed in and out of the premises. Images may only be used for the preschool website or for the child's individual learning diary. The iPads are prohibited from the toilet/ changing facilities and are only to be used for the above stated reasons.

Parental Permissions and disclaimers

The following consents or declaimers are recorded by parent's signatures on the individual child's registration form in line with the data protection act 2018.

Permissions

Parent/carers are required to complete the following consent for their child.

- I / We give / do not give permission to photograph my child for the inclusion in their learning diary.
- I / We give / do not give permission to photograph my child for the inclusion in their setting display boards.
- I / We give / do not give permission to photograph my child for the use of our website.
- I / We give / do not give permission to photograph my child for the use of publicity or marketing, such as newspapers articles and external newsletters.

Student placement, college or university work will require separate consent forms.

We will not photograph or video children where consent is not given.

Disclaimers

- Your child may appear in the background of other children's learning diary photographs.
- Events such as outings Christmas production, graduation ceremony and fundraising events may be photographed or videoed by staff and parent/carers but always in full view of all attending. Parents/carers, staff, volunteers, and students will be notified of this in advance. These photographs and videos are for the sole purpose of the individual taking them or their own families use and will not be shared with a third party, including social media.

Storage / Removal of Photos and Videos

- The information contained within each learning diary is to relate to an individual, identifiable child; therefore, it is to be treated as personal data.
- Digital and hardcopy images are securely stored in a locked cupboard in line with the Data Protection Act 2018 and surplus printed photos are either used as a collage/montage at the back of individuals learning diaries or shredded. The aim will be to prevent unauthorised access, ensure confidentiality and protect identity.

Printing / Printed Photos:

Children's photos can be printed in one of two ways:

- *On the premises* – Photos are downloaded from the keyperson tablets, which is password, protected and printed using the settings printer. Photos are stored on the tablets until they have been uploaded to the child’s Tapestry diary.

Staff are required to create children’s learning diaries at home out of setting hours. Therefore, tablets/ I pad belonging to staff members are taken off site to staff homes registered in their HR personnel file.

The designated practitioner is to ensure all photographs are permanently wiped from memory sticks/SIM cards, portable devices, or other relevant devices once the images are no longer of use.

General

- All IT equipment and technology such as laptops, I pads/ tablets printer, cameras and SIM cards, printed photographs are stored in a locked office or filing cabinet when the setting is closed.
- Computer security – effective measures are to be implemented to ensure computer security. Awareness will be raised in respect of technological advancements which could put online systems at risks.

1.8 The Prevent Duty & Promoting British Values

From the 1st of July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counterterrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism” This is duty is known as the Prevent Duty.

Here at Locking Preschool, we take safeguarding very seriously, therefore, to ensure that we adhere to and achieve the Prevent Duty we will endeavour to:

- All Staff have attended training provided by our North Somerset within the past 3 years, in line with statutory guidance. Part of this training will enable staff to identify children who may be at risk of radicalisation.
- We will build the children’s resilience by promoting fundamental British values and enable them to challenge extremist views (In early years, the statutory framework for the EYFS sets standards for learning, development, and care for children 0-5, thereby assisting personal, social, and emotional development and understanding of the world)
- We will assess the risk, by means of formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of the terrorist ideology.
- We will ensure staff understand the risks so they can respond in an appropriate and proportionate way.
- We will be aware of the online risk of radicalisation using social media and the internet.
- As with managing our safeguarding risks, our staff will be alert to changes in children’s behaviour which could indicate that they may need help or protection (children at risk of radicalisation may display different signs or may seek to hide their views). The key person approach means we already know our children well and so we will notice any changes in behaviour or personality quickly.
- We will not carry out unnecessary intrusion into family life, but we will act when we observe behaviour of concern.
- We will work in partnership with North Somerset Safeguarding Children Board for guidance and support.
- We will build up an effective engagement with parents/carers and families (This is important as they are in a key person position to spot signs of radicalisation)
- It is important to assist and advise families who raise concerns and be able to point them in the right direction and the right support mechanisms should they need this.

- Details of who to call in the event of having a concern are listed below.
- We will ensure that our staff will undertake Prevent Awareness training so that they can offer advice and support.
- We will ensure that any resources used in the nursery are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.

For further information with regards to how the EYFS can help children and staff understand British Values and The Prevent Duty, please ask a member of staff for advice and information.

To help understand how this is put into practice a few examples are as follows:

Democracy: Making decisions together: PSED

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and talk about their feelings, for example when they do or do not need help. When appropriate, demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands and using their opinions during circle time to decide on child-initiated activities.
- Staff can support the decisions that children make and provide activities that involve turn taking, sharing, and working together in friendship groups. Children should be given opportunities to develop in an atmosphere where questions are valued, and opinions are sought.

Rule of Law: Understanding rules matter: PSED

- Staff can ensure that children understand their own and other's behaviours and its consequences, and to distinguish right from wrong. This will be promoted through the Behaviour Policy and strategies within the setting.
- Staff can collaborate with children to create the rules and codes of expected behaviour, for example, to agree the rules about tidying up and ensure all children understand rules apply to everyone.

Individual Liberty: Freedom for all: PSED & UTW

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example, allowing children to take risks on an obstacle course, mixing colours, talking about their experiences, and learning.
- Staff should 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, in a small group discuss how they feel about the transition from nursery to school.

Mutual Respect and Tolerance: treat others as you want to be treated: PSED & UTW

- Managers and staff will create an ethos of inclusivity and tolerance where views, faiths, cultures, and race are valued, and children are engaged with the wider community.
- Children should demonstrate a tolerance and appreciation of and respect their own and other cultures: know about similarities and differences between themselves and others among families, faiths, communities, cultures, and traditions and share practices, celebrations, and experiences.
- Staff will encourage and explain the importance of good behaviours such as sharing and respecting other people's opinions through our golden rules.

- Staff will promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

What is not acceptable?

- Actively promoting intolerance of other faiths, cultures, and races within the community
- Failure to challenge gender stereotypes and routinely segregating boys and girls.
- Isolating children from the wider community.
- Failure to challenge behaviours (whether this is staff, children, or parents) that are not in line with the fundamental British values and tolerance for those with different faiths and beliefs.

Any concerns regarding prevent duty in North Somerset should be referred to Jo Mercer, North Somerset Prevent Co-ordinator, 01934 426880 Jo.Mercer@n-somerset.gov.uk.

1.9 Social Networking Statement

Locking Preschool recognises the need to ensure the welfare and safety of all children.

Due to the increasing personal use of social networking sites, staff and volunteers at Locking Preschool should be aware of the impact of their personal use of such sites, upon their professional position.

Staff and volunteers are advised that it is inappropriate to discuss any aspect of their involvement or place any images relating to their position at Locking Preschool on social networking sites. This includes children, staff, activities, and naming Locking Preschool on any sites. Staff, students, and volunteers at Locking Preschool are prohibited from being 'friends' with parents/ guardians of children who are currently attending Locking Preschool. Staff and volunteers should familiarise themselves with the North Somerset Safeguarding Children Board 'Safeguarding yourself' guidance.

Failure to adhere to this could potentially lead to disciplinary action and referral to the Local Authority designated Officer for Allegations (LADO) at North Somerset Safeguarding Children Board. [The LADO for North Somerset is Julie Bishop - 01275 888211/07795092692.](#)

SECTION 2.0

SUITABLE PEOPLE

Safeguarding and Welfare Requirement: Suitable People

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

2.1 Employment

(Including suitability, contingency plans, training, and development)

Policy statement

We meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that Our staff are appropriately qualified, and we carry enhanced criminal checks/ DBS and other records through the Criminal Records Bureau in accordance with statutory requirements. We ensure that at least one member of our recruitment panel has attended safer recruitment training.

Procedures

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions, which set out their staff roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We use Ofsted guidance on obtaining references and enhanced criminal record/ DBS checks through the Criminal Records Bureau for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the [Safeguarding Vulnerable Groups Act \(2006\)](#) for the vetting and barring scheme.
- Prior to employment all staff must provide a minimum of two references.
- We keep all records relating to employment of staff and volunteers, those demonstrating that checks have been done, including the date and number of the enhanced CRB/ DBS check.
- Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us.

Disqualification

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

Changes to staff

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

Training and staff development

- Our setting Manager holds a Level 3 in Early Years and deputy holds a CACHE Level 3 Diploma for the Children and Young People's Workforce or an equivalent qualification and a minimum of half of our staff hold the CACHE Level 2 Certificate for the Children and Young People's Workforce or an equivalent or higher qualification every session.

- We provide training to all staff - whether paid staff or volunteers - through North Somerset Council CPD Online and other external agencies.
- Our annual budget allocates every permanent staff member with a training budget for that academic year and is stated in the employee's contract of employment.
- We provide staff induction training and includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.
- We support the work of our staff by holding supervision meetings and appraisals and monthly staff meetings.
- We are committed to recruiting, appointing, and employing staff in accordance with all relevant legislation and best practice. We have a safer recruitment trained employee and advice seek the assistance from North Somerset council team with paperwork and sitting on the interview panel.

Staff taking medication/other substances

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

Managing staff absences and contingency plans for emergencies

- Our staff work 38 weeks a year in school term time only and are not entitled to any paid time off during working hours. Staff are paid the statutory allowance for holiday entitlement in their monthly salaries as stated in their individual contracts and includes bank holidays. Where staff may need to take time off for an emergency, urgent appointment that cannot be changed or any reason other than sick leave or training, this must be discussed at the earliest convenience with the manager. Permission may be granted or turned down depending on the staffing levels and nature / reason of the time off / appointment.
- Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and a return-to-work interview is carried out and action is taken where necessary, in accordance with the contract of employment. A statutory sick form is completed, where appropriate.
- We have contingency plans to cover staff absences listed below, depending on if a qualified or unqualified person is required.

For a Qualified Replacement Required (Level 2 upwards)

- 1) Ask a qualified member of staff that doesn't usually work that session / day
- 2) Ask a contracted qualified bank staff
 - Miss Julie Maggs
- 3) Ask a qualified enhanced CRB/ DBS checked bank staff member
 - Miss Julie Maggs
- 4) Call an external recruitment agency
 - HAYS Education Recruitment Agency
 - Daniel Himple (Senior EY and TA Consultant)
 - Hays Education, Hartwell House, 55 - 61 Victoria Street, Bristol, BS1 6AD

Telephone: 0117 9279369, Fax: 0207 068 5465 or email: daniel.himple@hays.com

For an UN qualified Replacement Required

- 1) Ask an unqualified bank staff
- 2) Ask Enhanced CRB/DBS checked Committee Member
- 3) Ask a Parent/ Carer of child at Pre School

Safeguarding and Welfare Requirement: Suitable People

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

2.2 Student placements

Policy statement

Our setting recognises that qualifications and training make an important contribution to the quality of the care and education provided by early year's settings. As part of our commitment to quality, we offer placements to students undertaking early year's qualifications and training. We sometimes offer placements for school pupils on work experience.

We aim to provide for students on placement with us, experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

Procedures

- We require students on qualification courses to meet the 'suitable people' requirements of Ofsted and have CRB/DBS checks carried out via their college.
- We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care.
- We require schools placing students under the age of 17 years with the setting to vouch for their good character.
- We always supervise students under the age of 17 years and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short-term basis are not counted in our staffing ratios.
- Trainee staff employed by the setting and students over the age of 17 may be included in the ratios if they are deemed competent and responsible.
- We take out employers' liability insurance and public liability insurance from the Pre School-Learning Alliance, which covers both trainees and voluntary helpers.
- We require students to keep to our [Confidentiality and Client Access to Records Policy](#).
- We co-operate with students' tutors to help students to fulfil the requirements of their course of study and accommodate mentor visits.
- We provide students, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

Safeguarding and Welfare Requirement: Staff Qualifications, Training, Support and Skills

At least one person who has a current paediatric first aid certificate is always on the premises when children are present and must accompany children on outings.

Health

The provider must ensure there is always a first aid box accessible with appropriate content for use with children. Providers must keep a written record of accidents or injuries and first aid treatment.

2.3 First aid

Policy statement

In our setting, staff can take action to apply first aid treatment in the event of an accident involving a child. All our permanent members of staff hold a current first aid certificate. The first aid qualification includes first aid training for infants and young children. All staff first aid training is OFQUAL approved, recognised by Ofsted and is relevant to staff caring for young children.

Procedures

The first aid kit

Our first aid kit is always accessible, complies with the Health and Safety (First Aid) Regulations 1981

And typically contains the following items (subject to use and expiry dates):

- 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.
- Container of 6 safety pins x 1.
- Guidance card as recommended by HSE x 1.

The first aid boxes are easily accessible to adults in the kitchen and window ledge for outside play and are kept out of the reach of children. A first aid kit is also carried by a staff member during an outing (this is in addition to the other first aid kits).

In addition to the first aid equipment, we have on site:

- Disposable plastic (PVC or vinyl) gloves.
- A digital forehead thermometer.
- A clear labelled box for Non and prescription medication that is not to be stored in the fridge is kept in the kitchen i.e.: Piriton.
- At the time of each child's registration to the setting, parents provide written permission for obtaining emergency medical advice or treatment is sought. Parents sign and date their written approval.
- Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated, or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

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)

SECTION 3.0

KEY PERSON

Safeguarding and Welfare Requirement: Key Person

Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents

3.1 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/carers 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, 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 staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

We aim to make the 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. Children are assigned into one of our groups, associated with our permanent members of staff/keyworkers.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

Procedures

- We aim allocate a key person before the child starts. However, there may be times when we allow a period for the child to settle in and observe which adult the child forms a bond with, before allocating a key person.
- Either the Manager/Deputy or keyworker will encourage new parent / carers to come in for an informal chat before their child starts and we offer as many settling in sessions as the parent/carer requires. We hope to carry out home visits in the future for new children. We hold a minimum of 2 parents/ carers meetings per academic year- here parents / carers sit with their child's key worker and can speak direct about any general setting or specific issues they may have.
- We offer a settling in process of the first visit being for an hour, the second visit 2 hours and then the child would start their sessions. We however tailor this to meet the individual child and their family.
- The key person is responsible for the induction of the family and for settling the child into our setting. The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parents to plan and deliver a personalised plan for the child's well-being, care, and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a child-minder or grandparent and co-ordinates the sharing of appropriate information about the child's development with those carers.
- The key person is responsible for 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.
- The key person encourages positive relationships between children in her/his key group, spending time with them every session they work in the setting.

- We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person. When appropriate we notify parents verbally or via a parent / carer newsletter and this is also recorded on the child's registration form.
- 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 staff and children.
- We hold a minimum of two parents evening per year, where parent/ carers are given the opportunity to discuss their child's learning and development or any areas of concern with their child's keyworker. However, we operate an open-door policy, so that parents/carers can come in and discuss matters with their child's key worker at their convenience.

Settling-in

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), newsletters, displays about activities available within the setting, information days and evenings and individual meetings with parents.
- During the term the child is enrolled, we provide opportunities for the child and his/her parents to visit the setting for as many settling in sessions as the family feel they require. The usually consists of an hour, then two hours before their sessions begin. We do tailor the settling in to the needs of the individual child and their family where needed.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- 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.
- We have an expectation that the parent, carer or close relative, will stay for part / most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope. The Manager or deputy must ensure the correct child/ratios are always maintained.
- 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 expect that the parent will honour the commitment to assist in the settling in process until their child can stay happily without them (Where practical).
- 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 learning diary and starting points. A month after the child begins, we offer a settling in meeting to discuss progress with parents/carers.

SECTION 4.0

STAFFING

Safeguarding and Welfare Requirement: Staff: Child ratios
Staffing arrangements must meet the needs of all children and ensure their safety.

4.1 Staffing

Policy statement

We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for criminal and other records through the Criminal Records Bureau/ DBS in accordance with statutory requirements.

Procedures

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

- Children aged two to three years: 1 adult: 4 children
- Children aged three years to five: 1 adult: 8 children
- We meet the Statutory Requirements for the Early Years Framework for staffing qualification levels:
 - at least one member of staff holds a full and relevant level 3 qualification: and
 - At least half of all other staff holds a full and relevant level 2 qualification.

All permanent staff at Locking are trained to level 3 minimum, apart from our apprentice Level 2.

- 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 between the hours of 8am and 4pm as follows:
 - there is at least one member of staff for every 8 children; and
 - At least one other member of staff holds a full and relevant level 3 qualification.
- A minimum of three staff/adults are on duty at any one time.
- Each child is assigned 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. Please see section 4 for further details.
- We hold monthly staff meetings to undertake staffing training and to discuss children's progress, safeguarding, SEND, their achievements and any difficulties that may arise from time to time.
- Keyworkers have responsibility to turns to lead/run a 3-hour session, carry out craft preparation. All will tie into the weekly plans and their keyworker individual need/ next steps.
- Termly planning is typically carried out by the Manager and Deputy and disseminated to the remainder of staff.

SECTION 5.0

HEALTH and SAFETY

Safeguarding and Welfare Requirement: Health

Providers must have and implement a policy, and procedures, for administering medicines. It must include systems for obtaining information about a child's needs for medicines, and for keeping this information up to date.

5.1 Administering medicines

Policy statement

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness.

In many cases, it is possible for children's GPs to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting.

These procedures are written in line with guidance in *Managing Medicines in Schools and Early Years Settings*; the Manager is responsible for ensuring all staff understand and follow these procedures.

The Manager is responsible for the correct administration of medication to children in their care. This includes ensuring that consent forms have been completed at registration and are still appropriate at the time of administering, the medication book is completed on the day that the child requires medication administering, that medicines are stored correctly and that records are kept according to procedures (the medication book must be signed by a parent/ carer and signed and witnessed by another staff members on administering). In the absence of these, the deputy is responsible for the overseeing of administering medication.

We work in partnership with parents and information sharing in this area is vital so that staff respect and are aware of cultural, ethical, or religious reasons which may relate directly to the administration of medicine. There will always be a member of staff who is paediatric first aid trained on site.

Procedures

The following procedure must be adhered to by parents and staff for the health and well-being of all children in the administration of medicine:

- Children taking prescribed medication must be well enough to attend the setting.
- We ask for parents to fill out a medication form recording what medicine they are asking the member of staff to give the child. We ask the medicine to clearly show the child's name, dosage, expiry date and be in the original packaging/container.
- We use the Preschool Learning Alliance's Medication Record book for recording the administration of medicine and comply with the detailed procedures set out in that publication
- The parent should indicate when the child last had the medicine, and the dosage and frequency required.
- The administration of medicine is recorded accurately in our medication record book each time it is given and is signed by the manager/deputy. Parents can ask to see the record at the end of the day and asked to sign the record book to acknowledge the administration of the medicine. The medication record book records the:
 - name of the child.
 - name and strength of the medication.
 - date and time of the dose.
 - dose given and method.
 - Doctor name and address.

- signature of the key person/manager; and
- Parent's signature.
- The staff will administer non-prescribed medication for a maximum of 3 days, after which time they will no longer be able to continue giving the medication. At any time during the 3 days, if the staff member deems that the child's health has deteriorated or they have concerns for his/her health, the parent will receive a telephone call to collect the child (or decide for the child to be collected by another named person).
- Written permission is required for emergency treatment of chronic illnesses, such as asthma where inhalers may need to be given on a long-term basis.
- In an emergency, an ambulance will be called for and parents informed immediately.
- Illness/ peculiar behaviour forms are filled out if a child is sent home by staff at the setting. They allow staff to see patterns e.g., if the same child is being sent home regularly or if children are going home with a similar illness in a short period, so the Manager can take appropriate action.
- Staff will be asked to feedback at meetings any areas of concern or to identify training needs that they may.
- Parents are asked to keep Preschool up to date with any change in their child's health either verbally or via regular newsletters, and our Facebook page.
- A picture of each child and their Allergies/dietary information and health requirements can be found in the kitchen area. This is locked away when Preschool is not open to ensure confidentiality.

Storage of medicines

- All medication is stored safely in a clearly marked separate white plastic container or refrigerated as required, both are in the kitchen where no children are permitted.
- The child's key person or Manager is responsible for ensuring medicine is handed back at the end of the day to the parent.
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person / manager what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

Managing medicines on trips and outings

- If children are going on outings, staff accompanying the children must be fully informed about the child's needs and/or medication.
- Medication for a child is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication.
- If a child on medication must be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form signed by the parent.
- This procedure is read alongside the outing's procedure.

Legal framework

- The Human Medicines Regulations (2012)

Further guidance

- Managing Medicines in Schools and Early Years Settings (DfES 2017)

Safeguarding and Welfare Requirement: Health

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

5.2 Managing children who are sick, infectious, or with allergies

(Including reporting notifiable diseases)

Policy statement

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

Procedures for children who are sick or infectious

- If children appear unwell during the day – have a temperature, sickness, diarrhoea, or pains, particularly in the head or stomach – the manager or deputy calls the parents and asks them to collect the child or 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 digital forehead thermometer, kept in the first aid box or respectively in the kitchen.
- In extreme cases of emergency, the child should be taken to the nearest hospital and the parent informed.
- Parents are asked to take their child to the doctor before returning them to the setting; the setting can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Children are not permitted to attend if they have had Calpol in the previous 4 hours before arriving for their session.
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 24 hours before returning to the setting and advised for 48 hours if taking medicine for the first time and ensure they are no reactions or adverse effects.
- After diarrhoea, parents are asked to keep children home for 48 hours or until a formed stool is passed.
- The setting has a list of excludable diseases and current exclusion times. The full list is obtainable from www.hpa.org.uk/webc/HPAwebFile/HPAweb_C/1194947358374 and includes common childhood illnesses such as measles.

Reporting of 'notifiable diseases'

- If a child or adult is diagnosed as suffering from a notify the manager liable disease under the Health Protection (Notification) Regulations 2010 last updated 2022, The GP will report this to the Health Protection Agency.
- When the setting becomes aware, or is formally informed of the notifiable disease, or deputy informs Ofsted and acts on any advice given by the Health Protection Agency.

Nits and head lice

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

Procedures for children with allergies

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

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

Oral medication

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

- *Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.*
- *The setting must be provided with clear instructions on how to administer such medication.*
- *All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.*
- *The setting must have the parents or guardian's prior written consent. This consent is requested in the registration form before the child starts or is updated...*

Further guidance

- Managing Medicines in Schools and Early Years Settings (DfES 2005)
- Other useful Pre-school Learning Alliance publications
- Good Practice in Early Years Infection Control (2009)

Safeguarding and Welfare Requirement: Health

Providers must ensure there are suitable hygienic changing facilities for changing any children who are in nappies.

5.3 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/ carers 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 to accommodate children who are not yet toilet trained.

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

Procedures

- Staff record nappy changing times for the children in their care who are in nappies or 'pull-ups' in the toilet chart.
- Children from two years should normally wear pull ups, or other types of trainer pants as soon as they are comfortable with this and their parents agree.
- The changing area is provided by our landlord and any defects or concerns will be raised with the ELAN team.
- Children often bring their own bag which is stored in the changing area with their nappies or pull ups and changing wipes. In the absence of this we use our own, provided by the setting.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, staff ensure that nappy changing is relaxed and a time to promote independence in young children.
- Children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- Children are encouraged to wash their hands, and have soap and towels to hand, we also have one hand dryer. They should be allowed time for some play as they explore the water and the soap.
- Key persons are gentle when changing; they avoid pulling faces and making negative comments about nappy contents.
- Key persons do not make inappropriate comments about children's genitals when changing their nappies.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Nappies and pull ups are disposed of hygienically in the bins provided. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are bagged for the parent 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.

Safeguarding and Welfare Requirement: Health

Where children are provided with meals, snacks, and drinks, they must be healthy, balanced and nutritious.

5.4 Food and drink

Policy statement

Our provision regards snack as an important part of our sessions. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating using resources and materials from the internet. At snack time, we aim to provide a variety of wholesome and nutritious food, which meets the children's individual dietary needs.

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.

- We record information about each child's dietary needs which is taken from the Registration Form and parents sign the form to signify that it is correct.
- We consult with parents verbally and through newsletters to ensure that our records of their children's dietary needs – including any allergies - are up to date.
- We display current information about individual children's dietary needs presented with a photo and précis of the allergy or issue so that all staff and volunteers are fully informed. This is kept in the kitchen on the wall, next to the sink.
- 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 plan and purchase snack weekly in advance, we also involve children and parents to donate snack in sealed packaging where they can. We sometime encourage the children to help prepare the snack, eat outside in our outside area-park, or run a snack café (where children selected their own food from a choice) to promote independence.
- We provide nutritious food for all snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives, and colourings. We allow some sweet and fatty items such as chocolate biscuits and cakes on occasions where they have been donated by parents/children, it fits in with the curriculum planning or is a special occasion like a birthday. In general, we ensure the children enjoy a variety of food groups.
- We include a variety of foods including, dairy foods, non-dairy, grains, cereals and starch vegetables and fruit and vegetables.
- We try to include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones. Typically, we introduce 1 new food item along with the regular food.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- Parents may provide alternative or specific food and drinks to ensure children's diets are maintained.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.
- We organise lunch club and snack times so that they are social occasions in which children and staff participate. We encourage talking about food and health and utilise the small group element for extended learning.
- We use lunch club and snack times to help children to develop independence through making choices, serving food and drink, and feeding themselves and opening packets and cartons.
- 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.
- Children have accessed all day to our hydration station where they are supported to fill their own cup with water. Children are supported to use the station independently. This also supports children's oral health with not drinking from bottles.
- To protect children with food allergies, we do not allow / strongly discourage children from sharing and swapping their food with one another. This applied to staff that may also choose to eat their lunch at the same time.
- For young children who drink milk, we provide semi skimmed pasteurised milk and try to arrange delivery direct to setting, alternatives to cow's milk where required to meet individual dietary requirements.

Packed lunches

Children bring in their own lunch boxes and a separate drink for lunch club, we:

- Encourage parents to provide sandwiches with a healthy filling, fruit, and milk-based deserts. We discourage sweet drinks and can provide children with water or milk if available. We discourage packed lunch contents that consist largely 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.
- we recognise a chocolate bar or a bag of crisps with a regular balanced lunchbox is acceptable
- provide children bringing packed lunches with cups and cutlery as required.
- Ensure staff sit with the children.

Legal framework

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

Further guidance

- Safer Food, Better Business (Food Standards Agency 2011)

Safeguarding and Welfare Requirement: Health

Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious.

5.5 Food hygiene

(Including the procedure for reporting food poisoning)

Policy statement

We provide and serve food for children at snack time only. We maintain food hygiene standards about the purchase, storage, preparation and serving of food.

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

Procedures

- The person in charge and the person responsible for food preparation understands the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to their business. This is set out in [Safer Food, Better Business \(Food Standards Agency 2011\)](#).
- All staff follow the guidelines of Safer Food, Better Business.
- All staff involved in the preparation and handling of food have received training in food hygiene or have a trained member available for advice / supervision.
- A staff member carries out daily opening checks within the general checks for the day to ensure standards are met consistently.
- We use reliable suppliers for the food we purchase.
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents, or mould.
- Packed lunches are stored on an appropriate trolley in an un-refrigerated cool place, the food is served to children within 4 hours of receiving the food on site (parents/carers are asked to provide lunch box coolers during warm weather).
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.

Reporting of food poisoning

- Food poisoning can occur for several 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 the setting, the manager will contact the Environmental Health Department to report the outbreak and will comply with any investigation.

Any confirmed cases of food poisoning affecting two or more children looked after on the premises are notified to Ofsted as soon as reasonably practicable, and always within 14 days of the incident.

Legal framework

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

Further guidance

- Safer Food Better Business (Food Standards Agency 2011)

5.6 Daily opening checks

We complete a daily risk assessment in the setting which is comprehensive. This ensures we assess all risk to either reduce or remove them before the children enter the setting.

The outside area is also risk assessed before the children enters each time.

Safety and suitability of premises, environment, and equipment.
Sleeping children must be frequently checked to ensure that they are safe.

5.7 Sleep/Rest

Locking Preschool will work with children and parents to ensure the safety of children to give them the very best start in life. It is our policy that children may sleep as they require to meet their needs. Your child's keyperson will ask all parents to complete the 'all about me' section on Tapestry to gain understanding of the child's individual needs. A sleeping nest and sleeping mat is provided in a quiet area daily for children to access - with clean sheets and blankets, these are cleaned after each child has used them.

Once a child is asleep staff will ensure they are safe and comfortable. A Sleeping child must be frequently checked and we will check them at least every 10 minutes, this is recorded on a 'Sleeping child record' together with times/date/child's name and signature of practitioner checking the child.

When a child has a sleep, this information is to be shared with parents/carers.

A staff member is always in the room with the child and near the quiet sleeping area. Children will be encouraged to wake after an hour of sleep (this depends on individual children and their needs).

Children who are feeling unwell and have fallen asleep will always have a member of staff with them until their parent/carer arrives to collect them from the setting.

SECTION 6.0

BEHAVIOUR

Safeguarding and Welfare Requirement: Managing behaviour

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

6.1 Achieving positive behaviour

Policy statement

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

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

Procedures

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

- The aim of our Preschool is to encourage the children to respect themselves, each other, and their belongings and to make them aware that it is his/her behaviour that is not acceptable not the child personally.

Discipline in the Preschool involves early intervention to prevent disagreements children cannot handle, discouraging unacceptable behaviour and being positive about good behaviour. This involves encouraging the child to realise that what he/she has done is not acceptable behaviour and why, and to say “sorry” (if appropriate/ and where the child understands the word “sorry” and its meaning).

If the unacceptable behaviour continues: -

- Warning the child of removal from activity / play
- Removing the child from the activity / play for a short period
- Welcoming the child back into the group and offering them an interesting activity
- A child may have to participate in time out and be asked to sit on a chair, cushion/ carpet, or a quiet area to think over their actions.
- Staff will discuss the problem with the child’s parent/carers and a decision will be agreed upon how it is best to respond to it. Parents are also encouraged to discuss with the staff any concerns they have regarding unacceptable behaviour.

Children are never physically punished in our setting e.g., no smacking, no slapping or shaking. There are no circumstances in which such a punishment can be justified. Depriving a child or forcing a child to consume food or drink and humiliating or frightening a child is also forbidden. The use of violence or abuse by a member of staff will result in disciplinary procedures.

Staff will work with parents/carers in managing children’s behaviour.

- Our theory is that a child needs to be learning what acceptable behaviour is and what is not. Parents play a great part in this. At times we may call in other professionals for advice on inappropriate behaviour, however in this case the key worker or Manager will discuss with the parent/carer first.
- We discourage negative behaviour and encourage positive behaviour.
- We have incident forms, which record certain incident.

- Staff help to manage a child's behaviour through distraction, discussion, praise, and reward and if needed time out from the situation. We encourage children to discuss rules which we operate in Pre-school. These are kind hands, walking inside and whatever else the group at the time come up with, within reason.
- Parents are informed verbally and consulted about their child's behaviour. If the incident persists a meeting will be called to discuss the issue. Incidents are recorded and parents/carers are asked to sign them. The Manager/behaviour officer of the setting will review all incidents monthly to record any patterns of behaviour and to enable a prompt and appropriate response.

Rough and tumble play and fantasy aggression

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

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

Hurtful behaviour

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

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings, as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore, we help this process by offering support, calming the child who is angry, as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.

- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour and through activities, drama, and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting.
 - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child must express feelings of anger.
 - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated.
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally or may be experiencing child abuse.
 - The child has a developmental condition that affects how they behave.
- Where this does not work, we use the [Special Educational Needs and Disability \(SEND\) System for Children and Young People aged 0- 25](#), to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Bullying

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

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them.
- we intervene to stop the child who is bullying from harming the other child or children.
- we explain to the child doing the bullying why her/his behaviour is not acceptable.
- we give reassurance to the child or children who have been bullied.
- we help the child who has done the bullying to recognise the impact of their actions.
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.
- we do not label children who bully as 'bullies'.
- we recognise that children who bully may be experiencing bullying themselves or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others.

- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour.
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour.

Further guidance

- Special Educational Needs and Disability (SEND) System for Children and Young People aged 0-25 (DfES 2014)
- Other useful Pre-school Learning Alliance publications
- The Social Child (2007)
- Reflecting on Behaviour (2010)

6.2 Parental Behaviour Policy

At Locking Preschool, we are very fortunate to have a parent committee which is supportive and friendly. We recognise that the success of the preschool is dependent on a strong partnership between all members of the preschool community: children, parents, carers, and staff and committee members. This partnership must be based on a polite, positive, and respectful relationship. For this reason, we continue to welcome and encourage parents/carers to participate fully in the life of our preschool. Any reference in this policy to a "Parent", includes any parent, guardian, carer or other individual with "parental responsibility" (as defined in the Children Act 1989) for a child currently attending Locking Preschool.

The purpose of this policy is to provide a reminder about the expected conduct from our Parents and visitors. We ask that all members of the school community follow these principles:

- We all respect the caring ethos of our preschool.
- Both Parents and staff need to work together for the benefit of the pupils.
- All members of the preschool community should be treated with respect and, therefore, we must all set a good example in our own speech and behaviour.

In this context, threatening, violent, unacceptable, unprofessional, or abusive behaviour, against any members of our preschool community, is unacceptable and will not be tolerated. All members of our community have a right to expect the preschool to be a safe place in which to work and learn. Where the behaviour of Parents or visitors falls below expected standards, the preschool will take appropriate action.

Parental conduct

Parents are asked to communicate with each other and with other children, as well as all members of staff in a respectful and courteous manner; a way they themselves would wish to be addressed.

Behavioural Incidents

To support a peaceful and safe preschool environment, the preschool cannot accept Parents or visitors exhibiting the following:

- Conduct which undermines the safe and calm environment in preschool, either in the preschool hall, kitchen, foyer area, around the school site (outside area, adjacent park), immediately outside the preschool or anywhere the preschool is being represented (sports and educational fixtures/Locking Primary School/ excursions/school journey/day trips/outings/cafe etc.)
- Using loud or offensive language, such as swearing
- Displaying an unacceptable amount of anger and aggression.
- Threatening physical violence to a member of the preschool community.

- Damaging preschool or personal property.
- Abusive telephone calls, emails, letters, or other forms of written communication.
- Defamatory comments about school staff, proprietors, or other Parents on social media sites.
- Sexual abuse
- Racial abuse
- Unacceptable/ unprofessional behaviour (relating to our professional contract outlined in the preschool registration form)
- The use of physical aggression towards another adult or child. This includes physical punishment of one's own child.
- Approaching someone else's child to chastise them.
- Entering the preschool premises without authorisation

Any example of such behaviour shall, for the purposes of this policy, constitute a "Behavioural Incident". We would also seek advice from our supporting outside agencies such as the Early Years Team at North Somerset Council, including the Designated Officer for Allegations (LADO) where necessary and a report will also be made to Avon and Somerset Police Constabulary should it be deemed necessary.

INAPPROPRIATE USE OF SOCIAL MEDIA SITES

Social media websites are being used increasingly to fuel campaigns and complaints against preschool, schools, Managers, head teachers, committee members, preschool staff, and proprietors and in some cases other Parents/children.

The Committee members and all staff of Locking Preschool consider the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the whole preschool community.

Any concerns you may have must be made through the appropriate channels by speaking to either the Manager, Deputy Manager, the Chair, or another committee member, so they can be dealt with fairly, appropriately, and effectively for all concerned.

If any Parent/carer, family member, family friend or extended family member is found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The preschool will also expect that any Parent or associated family member/ friend removes such comments immediately.

In serious cases the preschool will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly is the issue of cyber bullying and the use by a Parent, family member or associate to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of preschool bullying. Thankfully such incidents are extremely rare. Should such an incident occur, police action will be sought.

PROCEDURES

The preschool has processes in place for dealing with Behavioural Incidents. Any Behavioural Incident will be reported to the Manager, Committee Chair, and all committee members; and appropriate procedures will be followed. This may include verbal warnings, written warnings and/or exclusion from the preschool premises.

At any stage, the preschool may report serious incidents of abusive and threatening behaviour to the Police. The preschool has a responsibility to ensure that any act of actual or threatened violence is referred to the Police immediately.

SECTION 7.0

HEALTH and SAFETY

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

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

Health

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

7.1 Health and safety general standards

Policy statement

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

- We aim to make children, parents, 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:
[Wendy Reason](#)
- She is competent to carry out these responsibilities.
- She has undertaken health and safety training and regularly updates her knowledge and understanding.
- We display the necessary health and safety poster in:
[On the notice board in the setting.](#)

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in:

[The Inner Foyer \(Locked Notice Board\)](#)

Procedures

Awareness raising

- Our induction training for staff and volunteers covers health and safety issues and covers matters of employee well-being, including safe lifting and storage of resources.
- Records are kept of these inductions training and filed in staff personnel files.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed at staff meetings where appropriate.
- We operate a no-smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and daily routines.

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment or heavy items from the storage area and around the setting. Permanent staff either have or are offered manual handling training by the Local Authority.
- All warning signs are clear and provided by our landlord, ELAN.
- Adults do not remain in the building on their own or leave on their own after dark.
- The sickness of staff is recorded on timesheets and their involvement in accidents is recorded.
- We keep all cleaning chemicals in their original containers.

Premises

We rent our premise from ELAN Extend Learning Academies Network and it is their responsibility to ensure the doors, window, floors, Electrical/gas equipment, temperature of the hot water is safe as it's on economical, which is a lower temperature and signs are clearly displayed above the sinks, lighting, storage, fire equipment and signage is adequate and up to date. Staff ensure and anomalies or issues are reports to ELAN in timely manner and risk assessments put in place until repaired are carried out.

Outdoor area

- Our outdoor area is fenced and the little picket gate is secured with 2 bolts. This gate is a fire escape.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- All outdoor activities are always supervised.

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.
- We implement good hygiene practices by:
 - cleaning tables between activities.
 - providing sets of clean clothes.
 - Providing tissues and wipes; and encouraging children to wash their hands at appropriate times.

Activities and resources

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting. Items could be borrowed from the Toy library
- The layout of play equipment allows adults and children to move safely and freely between activities.
- Equipment is checked for cleanliness and safety, and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children learn about health, safety, and personal hygiene through the activities we provide and the routines we follow daily.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.
- Large pieces of equipment are discarded only with the consent of the Manager and the management committee.

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)

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

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

7.2 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
- We ensure all employed staff are checked for criminal records via an enhanced disclosure through the Criminal Records Bureau/ DBS.
- Adults do not normally supervise children on their own inside the setting room, or during outside play. However, we do offer free flow throughout the setting where at times a member of staff could be within ratio but on their own. All staff are DBS checked.
- All children are always supervised by adults.
- 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

- All doors are secured when children are on the premises (the front doors are secured by a key coded security system, only known by staff members)
- Systems are in place for the safe arrival and departure of children.
- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults - staff, volunteers, and visitors - are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are stored safely during sessions in the office.

All Visitors, Volunteers, Committee Members and Parents Identification Checks

- If the visitor or prospective parent is unknown to the setting, we check their credentials and reason for visit before allowing them to enter the setting
- We ask for at least 1 form of identification to verify who they are and, if appropriate, which organisation they work for (e.g., official identity badge, driving licence, bankcard which shows signature). Photo identification is preferable.
- If we require further verification, we will contact the main landline telephone number of their organisation and ask to be put through to the visitor's manager
- We ensure that the visitor or prospective parent is supervised whilst we are carrying out these checks, and throughout their visit.
- We record the ID has been checked, together with the visitor's name, reason for visit, time, and date in our Visitor's book/log. The Visitor or prospective parent is required to sign the book/log and their signature is then checked against their identification.
- If the visitor or prospective parent is known to the setting or had carried out prior ID check, we check that they have a valid reason to enter. They are then required to complete the visitor's book/log without further ID checks and again will not be left unsupervised in the setting.

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

Providers must have a clear and well-understood policy, and procedures for assessing any risks to children's safety, and review risk assessments regularly.

7.3 Risk assessment

Policy statement

Our setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff, and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

This policy follows five steps as follows:

- Identification of a risk: Where is it and what is it?
- Who is at risk: Childcare staff, children, parents, cooks, cleaners etc.?
- Assessment as to whether the level of a risk is high, medium, low. This considers 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, 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

- 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, 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.
 - assessing the level of risk and who might be affected.
 - deciding which areas need attention; and
 - Developing an action plan that specifies the action required, the timescales for action, the person responsible for the action and any funding required.

Written risk assessments are reviewed at different time intervals and on a case-by-case basis, due to a change or general update after a period of time. Common sense prevails. These are stored together in a central file.

Legal framework

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

Further guidance

- Five Steps to Risk Assessment (HSE 2011)

7.4 Lockdown/Emergency Procedure

Lockdown procedures will be implemented as a proportionate response to any external or internal incident or emergency which has the potential to pose a threat to the safety of staff and pupils. Lockdown procedures may be activated in response to any number of situations, some of the more typical might be:

- An intruder on the school/ Preschool site.

- Civil disturbance in the local community.
- A warning of a local risk of pollution / major fire.
- The proximity of a dangerous animal roaming loose.

The Head teacher, Deputy Head, Office staff or designated person(s) in their absence, have the authority to initiate a lockdown. A lockdown will involve the whole school site.

Management will text all parents to inform them.

A partial lockdown would be all restricted to classrooms but with free movement internally.

A full lockdown would be all restricted to classrooms/the room you are in, out of sight with blinds or curtains, doors and windows closed.

| Incident | Actions |
|--|---|
| Children and adults in the Preschool building. | <ul style="list-style-type: none"> ▪ Bell rung at 3 pules for every 5 seconds. For 30 seconds. ▪ Check toilets and the whole room. The Preschool phone will ring to ask for numbers and give details. (Back up Email message will be sent with details.) ▪ Children, staff, and other adults to stay out of sight as much as possible – sit on floor in the carpeted area against the radiator- cupboard side with the central door closed. Staff will lock doors and windows and close blinds. Staff must encourage Children to stay calm and quiet. ▪ Nobody should be sent out of the Preschool building. ▪ LOCK WINDOWS ON THE SIDES OF PRESCHOOL ROOM AS THESE ARE HIGH RISK, lock all doors. ▪ Manager or Deputy Manager to call the register to confirm everyone is present. ▪ Manager or Deputy to email the number of pupils and adults with us to the office. ▪ You will receive instructions through your phone speaker/phone call or email. ▪ A member of the admin team will call you (Back up email) if anyone is missing or if you have anyone extra. ▪ Await further instructions through either the phone speaker or phone call or email back up. ▪ A message will be sent to confirm lockdown is over. |
| If children are in the outside area. | <ul style="list-style-type: none"> ▪ Bell rung in pulses for at least 20 times. ▪ Children walk immediately and calmly into the building. Adults to then lock all doors and close the blinds, this includes the dividing central door. |

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

Providers must have a clear and well-understood policy, and procedures for assessing any risks to children’s safety, and review risk assessments regularly.

7.5 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 staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent

person, such as our Fire Officer, ELAN who are ultimately accountable and responsible for the premises we lease from them.

Procedures

- The basis of fire safety is risk assessment, carried out by a 'competent person'.
[Wendy Reason and Claire Watters 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 \(HMG 2006\)](#).
- 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 doors are clearly marked, never obstructed, and easily opened from the inside.
- Smoke detectors/alarms and fire fighting appliances conform to BS EN standards, are fitted in appropriate high-risk areas of the building, and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
 - clearly displayed in the premises.
 - explained to new members of staff, volunteers, and parents; and
 - Practised regularly, at least once every half term.
 - 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.
- 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.

The fire drill record book must contain:

- The date and time of the drill.
- How long it took.
- 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)

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

Providers must keep premises and equipment clean, and be aware of, and comply with, requirements of health and safety legislation (including hygiene requirements).

7.6 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 external visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

Procedures

Animals in the setting

- We take account of the views of parents and children when selecting an animal or creature come to visit as part of a planned educational visit. Consent is signed in the child's registration form and further issues noted such as allergies or dislikes, where applicable.
- All animal on site is brought in by visitors to show the children, they are the responsibility of their owner.
- Children wash their hands after handling the animal or creature.
- Children are taught correct handling and care of the animal or creature and are supervised.

Visits to farms

- Before a visit to a farm, a risk assessment is carried out - this may take account of safety factors listed in the farm's own risk assessment, which should be viewed.
- The outings procedure is followed.
- Children wash their hands after contact with animals.
- Outdoor footwear worn to visit farms is cleaned of mud and debris and should not be worn indoors.

Legal framework

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

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

Providers must not allow smoking in or on the premises when children are present, or about to be present. Staff should not vape or use e-cigarettes when children are present or about to be present.

7.7 No-smoking/Vaping.

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/Vaping environment - both indoors and outdoors.

Procedures

- All staff, parents and volunteers are made aware of our No-smoking/Vaping Policy.
- Our landlord is responsible for the display of no-smoking signs.
- 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)

7.8 COVID -19

It is important that everyone complies with the latest Government guidance on Coronavirus.

We have developed these Safe Operating Procedures based on guidance from the Department of Education and Public Health England specifically for Early Years.

It is important that we adapt our everyday practices to ensure that we continue to offer the staff and children a safe environment. Hygiene and social distancing remain the two key elements of infection prevention and control.

Everyone involved in the day to day running of the preschool will receive appropriate instruction and training on how to operate under the terms of the Safe Operating Procedures.

We aim to work in partnership with parents and trust that everyone understands and follows these Safe Operating Procedures.

The key principles of these procedures are:

- Increased cleaning processes are in place, throughout and at the end of the day.
- Parents will not come on site or visit the Preschool room unless this is explicitly arranged with the Manager e.g., in the event of a child being distressed.
- The process for settling in sessions will be managed away from the other children, only one parent must attend. A mask must be always worn and the settling in must last no longer than 1 hour.

Attendance

- Children and employees are welcome to attend preschool but must not be displaying any coronavirus symptoms, the most common being a new continuous cough, a high temperature or a loss of taste and smell.
- If you are unsure do not visit Preschool.
- It is important that children do not attend preschool if unwell for their own wellbeing and for the safety of others.

Temperature and symptom monitoring

- Routine temperature testing is not recommended as a reliable method for identifying coronavirus. Parents and employees should follow the NHS guidelines and evidence of a high temperature and/or new continuous cough.

Mealtimes

- As always, children will eat in their preschool at lunchtimes. We advise sending food in wrappings which can be disposed of. All staff will wear aprons and gloves during lunch club.

- No food will be eaten out of shared platters or containers, at snack café the children will be given the choice of snacks and a designated staff member will serve the food to limit the spread of any possible contamination. During snack café staff will wear an apron and gloves.

We will be concentrating on fostering those secure attachments and, whilst we will be constantly observing and assessing the children, we will not be carrying out lengthy handovers. We want our team to spend time with the children, playing and building their relationships.

We would always speak with you immediately if we had any concerns. If your child is expressing any concerns or worries, it is important that you inform the keyperson/ Preschool Manager.

Health, Hygiene and Safety

- Reducing the spread of the virus
- It is recognised that good hygiene and cleaning practices will significantly reduce the spread and transmission of the virus as well as everyone being alert to the symptoms. Doors and windows will be opened as much as possible.

Cleaning

- An enhanced cleaning schedule will be implemented throughout and at the end of the day. Communal areas, door handles and shared facilities e.g., iPads, must be regularly cleaned. We also have a professional cleaner in at the end of each day to clean the setting and toilets.
- The rate of hand washing must be significantly increased. Everyone, including children, must use hand sanitizer when entering the preschool. Staff will ensure children wash their hands prior to eating and after using the toilets. There will be regular opportunities for hand washing throughout the day.

Use of tissues

- The children will be supported in age-appropriate ways to understand the steps they can take to keep themselves and others safe and this includes sneezing into a tissue (or their arm if immediate) and then to dispose of the tissue.

Toileting

- The children will be taken to the toilets and supervised. Hand washing signs will be displayed to ensure hand washing is thorough and the practitioners will talk to the children about why we are washing our hands.

Clothing

- All employees and children should wear clean clothing every day. If you have travelled on public transport, it is advised that you change your clothing on arrival at preschool. Children should bring one bag with changes of clothing each session and take it home with them at the end of the week.

Risk assessments

- All risk assessments will reflect the risk of transmission of COVID-19.

Items from home

- If your child requires a comforter e.g., soft toy or blanket, please bring it in a bag and then take home at the end of the day and wash it. We would prefer no toys or comforters to be brought into preschool but do understand that this could cause distress.

Resources at Preschool

- Toys and resources that are difficult to clean will be removed, including cushions and soft toys. The children will only share toys and activities within their session. We will sanitise items at the end of each day.

Responding to a person displaying symptoms of COVID-19

- A child
 - If a child is suspected of displaying coronavirus symptoms whilst attending the preschool, they should be collected as soon as possible and isolate at home in line with NHS guidance.
 - Whilst waiting to be collected, they will be isolated from others in a designated area. An employee will stay with them and will wear PPE.
 - If the child becomes very unwell, we will follow our normal emergency procedures and call 999.
 - The isolation area will be cleaned once the child has been collected.
- An employee who displays symptoms
 - In the event of an employee developing coronavirus symptoms whilst at work, they will leave work as soon as possible and isolate at home in line with NHS guidance.

PPE Equipment

- Government guidance is that PPE is not required for general use in preschools to protect against COVID-19 transmission. Hand washing, effective cleaning and social distancing are the most effective measures. Gloves and aprons will be used for nappy changing and first aid. Aprons will be worn at mealtimes and snack times.

SECTION 8.0

EQUAL OPPORTUNITIES

Safeguarding and Welfare Requirement: Equal Opportunities

Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.

8.1 Valuing diversity and promoting equality

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 social and economic, ethnic, and cultural or religious backgrounds. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. 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 disability or impairment or may have parents that are affected by disability or impairment. 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. Our setting is 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 our 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 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 to all members of the community. We actively promote the five British value statements throughout our curriculum.

- We advertise our service widely.
- 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 and have a waiting list 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, based on 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 disability.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.
- We act against any discriminatory behaviour by staff 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, the 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

- Posts are advertised and 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 checks by the Criminal Records Bureau/ DBS. This ensures fairness in the selection process.
- All 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 seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to 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 settings 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 children.

- adjusting 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 a wide range of 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 children with disabilities.
- 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 ensure their full inclusion and seek the assistance from North Somerset Council or other Pre School in the same situation.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

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.
- 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

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting via the termly parent committee meetings.
- We positively encourage fathers, where practical, to be involved in the setting, especially those fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal, on our website, closed Facebook page, special posters and flyers – to ensure that all mothers and fathers have information about, and access to the meetings.

Monitoring and reviewing

- So that our policies and procedures remain effective, we monitor and review them as required or annually to ensure our strategies meets the 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)

Safeguarding and Welfare Requirement: Equal Opportunities

Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.

8.2 Supporting children with special educational needs & disabilities

Policy statement

We provide an environment in which all children, including those with special educational needs and disabilities (SEND), are supported to reach their full potential.

- We have regard for the Special Educational Needs Code of Practice: 0-25 years (2015).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- We identify the specific needs of children with special educational needs and meet those needs through
- A range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We 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 Needs and disabilities Co-ordinator (SENDSCO):
[Claire Watters](#)
- We ensure that the provision for children with special educational needs and disabilities is the responsibility of all members of the setting.

In line with guidance from the E.Y.F.S. and the S.E.N.D Code of Practice we endeavor to:

- Be alert to the early signs of needs that could lead to later difficulties and respond quickly and appropriately, involving other agencies as necessary.
- Stretch and challenge all children.
- Encourage children to recognize their own unique qualities and the characteristics they share with other children.
- Challenge any inappropriate/negative attitudes displayed by staff, parents/carers, or children.
- Engage children in anti-bias activities e.g., stories or persona dolls, which promote positive attitudes to all people regardless of their level of ability, appearance, mobility etc.
- Maintain records suitable for sharing with colleagues in an inter-agency team while acting as a point of contact for a child and their family.
- Where staff feel that a child is not progressing in line with his/her peers they will speak to parents in the first instance to seek their opinion and to discuss how the child can best be helped. We aim to make any reasonable adjustments to our setting required by individual children or parents. No outside agencies will be contacted without parental permission.
- Where children are identified as needing extra support within the setting, we will adhere to the most current SEND guidance available to us from our local authority. This will be in partnership with the SENDSCO, the parents/carers and the child's key person working together to write an individual education plan to identify how the child will be given extra support. IEPs will be reviewed regularly by the SENDSCO and where appropriate the child's key worker or parents. Should this group, and particularly the parent, decide that the child needs further support then outside agencies will be contacted as appropriate.
- When outside agencies are involved also, the early help pathway continuum of need will be used as guidance.
- For the very small number of children whose needs cannot be met in the above way and whose needs are more severe and complex, the staff will, with parent's/carer's permission request a formal assessment from the Local Education Authority.

- When children transfer to their next setting, we will work closely with that setting and the child's parents to ensure a smooth transition for the child.
- If one or both parents have significant needs, we will support them to the best of our ability whilst keeping a focus on the child's needs.
- We discuss children at staff meeting, in weekly emails and other means as required.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing, and responding to children's special educational needs.
- We work closely with the parents of children with special educational needs and disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision, and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.
- We use a system of planning, implementing, monitoring, evaluating, and reviewing individual educational plans (IEPs) for children with special educational needs and disabilities.
- We ensure that children with special educational needs and disabilities are appropriately involved at all stages of the graduated response, considering their levels of ability.
- We have systems in place for supporting children during the early help pathway process (stage 2a-2b on Continuum of Needs).
- We have systems in place for working with other agencies through each stage of the Early Help Assessment Framework, Child in need (stage 3 of Continuum of Need), Statutory Assessment and the Statementing process (stage 4 of Continuum of Need).
- We use a system for keeping records of the assessment, planning, provision, and review for children with special educational needs.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We raise awareness of any specialism the setting has to offer, e.g., Makaton trained staff on our website and newsletters
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g., Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections, and complaints.

All information kept on each child is confidential and Parents and Carers have free access to all information kept on their own child. (Except in exceptional cases where the Data Protection Act 1998 stipulates it is against the best interests of the child to do so.)

Further guidance

- North Somerset Safeguarding Children Board Early Help Strategy (NSSCB: 2014-2017)
- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage and the Disability Discrimination Act (DCSF 2010)
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
- The Common Assessment Framework for Children and Young People: A Guide for Managers (CWDC 2009)
- Special Educational Needs and Disabilities Code of Practice: 0-25 years (DfES 2015)

SECTION 9.0

INFORMATION AND RECORDS

Safeguarding and Welfare Requirement: Information and Records

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

9.1 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 ensure that the existence of our setting is advertised in places accessible to the community.
- We ensure that information about our setting is accessible and provided in written and spoken form.
- We arrange our waiting list in first come first serve basis. In addition, our policy may consider the following:
 - the vicinity of the home to the setting; and
 - Siblings already attending the setting.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- We describe our setting and its practices in terms that make it clear that it welcomes fathers and mothers, other relations, and other carers, including child-minders.
- We describe how our practices treat each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, and ethnicity or from English being a newly acquired additional language.
- We describe how our practices enable children and/or parents with disabilities to take part in the life of the setting.
- Our Valuing Diversity and Promoting Equality Policy is available in hard copy daily for parents to take home and is also on our website.
- We periodically consult with families about the opening times of the setting to ensure we accommodate a broad range of families' needs. I.e.: breakfast and after school clubs.
- We are very flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.

9.2 Registration Form

A key person or manager can help you complete this form, if required before your child starts at the setting.

LOCKING PRESCHOOL

REGISTRATION FORM 2022/2023



I would like my child to start on _____

Personal Details

| | |
|----------------------------------|---------------------|
| Child's Name: | Date of Birth: |
| Known As (If this is different): | Gender: MALE/FEMALE |

| | |
|--|--|
| PARENT ONE- Name: | PARENT TWO- Name: |
| Address: | Address: |
| Postcode | Postcode |
| Does this parent have parental responsibility? YES/NO | Does this parent have parental responsibility? YES/NO |
| Mobile Number and Email address: | Mobile Number and Email address: |
| Does this parent have legal access to the child? YES/NO | Does this parent have legal access to the child? YES/NO |
| Please tell us if you (the parent/carer) have any relevant information, such as medical conditions which may affect you being able to care for your child? | Please tell us if you (the parent/carer) have any relevant information, such as medical conditions which may affect you being able to care for your child? |
| | |

Please provide a copy of your child's birth certificate or passport to accompany their registration with us.

Emergency Contact Details:

We will always endeavour to contact a parent in the first instance; however, should we be unable to contact a parent or guardian, please provide details of individuals (not the Parent/Carer) that we have authority to contact in an emergency.

| | | |
|-------|-------------------|----------------|
| Name: | Telephone Number: | Mobile Number: |
| Name: | Telephone Number: | Mobile Number: |
| | | |

| | | |
|-------|-------------------|----------------|
| Name: | Telephone Number: | Mobile Number: |
|-------|-------------------|----------------|

Person's Authorised to collect your child (16 years and above)

| | | |
|-------|----------------------------|-------------------|
| Name: | Relationship to the child: | Telephone/Mobile: |
| Name: | Relationship to the child: | Telephone/Mobile: |

We operate a password scheme for emergency security purposes. This should be used by any of your emergency contacts collecting your child.

Password: _____

Details of your child

| |
|--|
| Does your child have any dietary needs or allergies? YES/NO |
| What is the main religion in your family? |
| Are there any festivals or special occasions celebrated in your culture? Will your child be taking part in any that you would like to see acknowledged and celebrated whilst in the setting? |
| What is your main language at home? |
| Does your child have any special needs or disabilities? YES/NO If yes, please tell us how we can support them. |

Are any of the following in place for your child?

Early Years Action: YES/NO Early Years Action Plus: YES/NO Statement of special education Needs: YES/NO

Name of professionals involved with your child

| | |
|---------|------------|
| Name 1: | Role: |
| Agency: | Telephone: |
| Name 2: | Role: |
| Agency: | Telephone: |

| | |
|---|-----------|
| Does your child have a health visitor? YES/NO | Name: |
| Telephone: | Based At: |

| | |
|--|--------------------------------------|
| Does your child have a Social care worker? YES/NO | Name: |
| Telephone: | Based At: |
| What is the reason for the involvement of the social care department with your family? | Details: |
| Child's Doctors Name: | Doctor's Address & Telephone Number: |

Please Note: If your child has a protection plan, please make a note above but do not include details.

Attendance Schedule

Please indicate the sessions you would like; we will be able to confirm if these are available upon receiving your completed registration form.

If you would like to use any government funding, please indicate in the box below when requesting sessions, 2 year funding/3-4 year funding/30 hours funding.

30 Hour eligibility Code: _____

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--------------------------|--------|---------|-----------|----------|--------|
| MORNING 9AM-12NOON | | | | | |
| LUNCHCLUB 12NOON-12:30PM | | | | | |
| AFTERNOON 12:30PM-3:30PM | | | | | |

Does your child attend another setting? If so, please give a name and contact number.

Policies & Procedures

Please sign below to confirm that you have been provided with details of the setting policies & Procedures including the information sharing procedures and understand there may be circumstances where information is shared with other professional's or agencies without your consent.

Signed: _____

Date: _____

Please tick YES or NO to the following.

| | YES | NO |
|---|-----|----|
| Give consent for trained staff to administer inhalers or EpiPens if applicable. | | |
| Staff to administer sun cream when required. | | |
| Do you give consent for us to apply Sudo Cream if required? | | |
| Give consent for your child to participate in general outings around the village. | | |

| | | |
|--|--|--|
| Give consent for your child to touch any animals on specific planned activities. We will inform you of these days in advance. Please give details of any known animal related allergies. | | |
| Give consent for emergency treatment to be administered if required by a hospital/doctor/nurse. | | |
| Give consent for us to contact other professionals regarding your child. | | |

Signed: _____

Date: _____

Photographs

As part of ongoing recording of our curriculum and for children’s individual developmental records staff regularly take photos of the children during their play. We may also record events and activities on video. Please see our policies for further details.

Please tick YES or NO to the following.

| | YES | NO |
|--|-----|----|
| Give consent for photographs to be taken for my child’s learning diary. | | |
| Give consent for photographs to be taken for inclusion in the setting display. | | |
| Give consent for photographs to be used on our website, publicity, marketing e.g., Newspapers. | | |
| Give consent for my child to be videoed by staff for preschools sole use. | | |

Signed: _____

Date: _____

Home Visits

Locking Preschool operate home visits as part of its settling in process. Please indicate which day and times of the week are most appropriate. We will telephone you prior to your child’s start date to book an appointment.

Locking Preschool

Term and Conditions

1. Locking Preschool Commitment

1. We will:

1.a Inform you if your preschool application has been successful. You must confirm within one week of receiving the acceptance that you wish to take the place at the Preschool. If you do not inform us in this time the place may be withdrawn.

Provide the agreed facilities for your child at the agreed times (subject to any days the Preschool is closed.)

1.b Try and accommodate any requests you may make for any additional sessions and/or extended hours of childcare at the Preschool.

1.c Provide you with verbal updates as to your child's progress on request.

1.d Notify you of any days on which your child's Preschool will be closed.

1.e Try to make available a place for any sibling at the Preschool. (However, we cannot guarantee that a place will be available.)

2. Your Commitment to Locking Preschool

2. You will:

2.a Complete a medicine consent form if Locking Preschool staff are required to administer medicines to your child (Prescribed or over the counter)

2.b Immediately inform us if your child is suffering from a contagious disease. This is for the benefit of the other children in the Preschool. You must not allow your child to attend the Preschool whilst suffering from a contagious disease, which could be easily passed on to another child during normal daily activities at the Preschool.

2.c Immediately inform us of any changes to your contact details

2.d Keep us informed of whom will be collecting your child, if the person collecting your child is not usually responsible for collecting them we will require id. If we are not satisfied that an individual is allowed to collect your child, we will not release your child into their care.

2.e Inform us if your child is subject of a court order and provide us with a copy of such order on request.

2.f Immediately inform us if you are unable to collect your child from the Preschool at the official collection time. A late payment charge may be applied.

2.g Inform us as far in advance of any dates on which your child will not be attending the Preschool.

2.h Provide us with at least 1 months' notice of your intension to decrease the number of hours your child spends at the Preschool or to withdraw your child from our Preschool and end this agreement. If insufficient notice is given you will be responsible for the full fees for your child for 1 month from the date of any changes as if their hours had not decreased. If you are ending this Agreement, notice must be given in writing and posted to the Preschool Manager.

3. Payment

3.a Our Fees are based on a weekly fee that shall be notified to you in advance of your child starting at the Preschool. We may review these fees at any time but shall inform you of the revised amount at least 1 month before it takes effect. If you do not wish to pay the revised fee, you may end this agreement with 1 month's notice in writing to the Preschool manager.

3. B Fees must be paid on a monthly basis, in advance.

3. C All payments under this Agreement must be paid via bank transfer as shown on your invoice. We may agree to payment by cash or cheque.

3. D If you request additional sessions you will need to pay for these sessions in advanced to the Preschool Manager.

3. E If you have been unable to collect your child by the official collection time and as a result we have provided additional childcare, you may be charged a late fee. (£5 for every 5 minutes you are late)

3. F If you fail to make payment in full by the due date we will enforce our late payment fee starting at an additional £10.00.

3. G No refund will be given for periods where your child's Preschool place is unfilled due to illness or holidays. Locking Preschool is closed on bank holidays; no refund will be given for this closure as this has been taken into account when calculating your child's fees.

4. Suspension

We may suspend the provision of childcare to your child and add 1 Months' notice at any time.

5. Termination

5. A you may end this Agreement at any time, giving us at least 1 months' notice, in writing to the Preschool manager.

5. B. We may immediately end this Agreement if:

5. B.a. you have failed to pay your fees.

5.b.b You have breached any of your obligations under this Agreement and you have not or cannot put right that breach within a reasonable period of time of us asking you to.

5. B.c. you behave unacceptably, as we will not tolerate any physical or verbal abuse towards staff.

5. B.d. Your child's behaviour is unacceptable or endangers the safety and wellbeing of any of the other children at the Preschool.

5. B.e. We take the decision to close your child's Preschool. We will give you as much notice as possible of such a decision.

5. C You may immediately end this Agreement if:

5.c.a We have breached any of our obligations under this Agreement and we have not or cannot put right that breach within a reasonable period after you have drawn it to our attention.

5. C.b We suffer any event of insolvency.

7. General

7. a We have an obligation to report any instances where we consider that a child may have been neglected or abused to the relevant authorities. We may do so without your consent and/or without informing you.

7. B If the Preschool setting has to close or we take the decision to close due to events or circumstances that are outside our control, we shall be under no obligation to provide alternative childcare facilities to you. If the closure exceeds 3 days in duration (excluding any days when the Preschool would otherwise be closed), we will credit you with an amount that represents the number of days the Preschool is closed in excess of 3 days.

7. C If you have any concerns regarding the services we provide, please discuss these with your child's keyworker. If these concerns have not been resolved to your satisfaction please contact the Preschool Manager. Customer satisfaction is of paramount importance to us and any concerns/complaints will be reported to the Preschool Manager for review.

7. D We carry a wide range of toys and equipment at our Preschool. Unless we specifically request otherwise your child should not bring any of their own toys to Preschool. If they do bring toys with them, we accept no responsibility for any loss or damage to those toys.

7. E From time to time we may have photographs taken of the children who attend the Preschool. These photographs may be used for promotional purposes. If you do not wish your child to be included in these photographs, you should inform u on your registration form.

7. F As the number of children with nut allergies is increasing, with the support of parents we aim to keep the facility NUT FREE. Parents are requested not to send food or empty food packaging into the facility containing nuts. Parents are also requested not to use creams, sun creams, oils etc. on them

Safeguarding and Welfare Requirement: Information and Records

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

9.3 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 the setting. We also aim to support parents in their own continuing education and personal development.

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

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

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

Procedures

- We have a means to ensure all parents are included - that may mean we have different strategies for involving fathers, or parents who work or live apart from their children.
- 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 engage parents/carers through our Facebook page and newsletters.
- 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.
- We encourage and support parents to play an active part in the governance and management of the setting.
- We inform all parents on a regular basis about their children's progress.
- We hold 2 parents' days a year
- We involve parents in the shared record keeping about their children - either formally or informally – and ensure parents have access to their children's written developmental records through Tapestry.
- We provide opportunities for parents to contribute their own skills, knowledge, and interests to the activities of the setting.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We hold meetings in the preschool therefore 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.
- We provide two dates throughout the year for Parents/carers to come into the setting to support them with healthy eating ideas, and oral health.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is in place:

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

Safeguarding and Welfare Requirement: Information and Records

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

9.4 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 Data Protection Act (1998) and the Human Rights Act (1998).

This policy and procedure is taken in conjunction with the Confidentiality and Client Access to Records Policy and the Information Sharing Policy.

Procedures

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

Developmental records

- These include observations of children in the setting, photographs and samples of their work and summary developmental reports, these are online learning journals- Tapestry.

Personal records

- These include a comprehensive registration form, which includes signed parental consent and any correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an on-going record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
- These confidential records are stored in a lockable filing cabinet in the office or are at staffs registered addresses for updating. The key is kept secure by the Manager.
- Parents have access, in accordance with our Client Access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for three years after they have left the setting, [except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years. These are kept in a secure place, in the office.](#)

Other records

- We keep a daily record of the names of the children we are caring for, their hours of attendance and who will be picking them up.
- We display a list of children and keypersons on our noticeboard.
- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students on Preschool Learning Alliance or other recognised qualifications and training, when they are observing in the setting, are advised of our Confidentiality and Client Access to Records Policy and are required to respect it.

Legal framework

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

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

9.5 Provider records

Policy statement

- We keep records and documentation for the purpose of maintaining our business. These include: Records pertaining to our 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 staff including their name, home address and telephone number.
- Names, addresses and telephone numbers of anyone else who is regularly in unsupervised contact with the children.

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

This policy and procedure is taken in conjunction with the Confidentiality and Client Access to Records Policy and Information Sharing Policy.

Procedures

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

We notify Ofsted of any change:

- in the address of the premises.
- to the premises which may affect the space available to us or the quality of childcare we provide.
- to the name and address of the provider, or the provider's contact information.
- to the person managing the provision.
- any significant event which is likely to affect our suitability to look after children; or
- Any other event as detailed in the Statutory Framework for the Early Years Foundation Stage (DfE 2012).

Legal framework

- Data Protection Act 1998
- Human Rights Act 1998

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

9.6 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 foundation stage 2 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; to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer.

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

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

Procedures

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

- Using the Development Matters in the Early Years Foundation Stage 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 the setting.
 - Any special needs or disability, whether a single assessment referral (SAR) was raised in respect of special needs or disability, whether there is a Statement of Special Educational Needs & Disabilities, 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, a star is placed 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 the setting and what was done about them.
- A summary of the concerns will be made 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.
- Where a SAR has been raised in respect of any welfare concerns, the name and contact details of the lead professional will be passed on to the receiving setting or school.
- Where there has been a s47 investigation regarding a child protection concern, the name and contact details of the child's social worker will be passed on to the receiving setting or school – regardless of the outcome of the investigation.
- This information is posted or taken to the school or setting, addressed to the setting or school's designated person for child protection and marked as 'confidential'.

Legal framework

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

Further guidance

- What to do if You're Worried a Child is Being Abused (HMG 2006)
- Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

Safeguarding and Welfare Requirement: Information and Records
 Confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them.

9.7 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, staff and managers 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. There are record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the Data Protection Act (1998) and the Human Rights Act (1998).

Confidentiality procedures

- 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 staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.
- Information shared between parents in a 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 inform parents when we need to record confidential information beyond the general personal information we keep (see our Children's Records Policy) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely (see our Children's Records Policy).

Client access to records procedures

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

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the setting manager.
- The setting manager informs the management team and sends a written acknowledgement.
- The setting commits to providing access within 14 days, although this may be extended.
- The setting's Manager and chair, director or owner prepares the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
- 'Third parties' include all family members who may be referred to in the records.
- It also includes workers from any other agency, including children's social care, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received, these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The setting manager and chair, director or owner go through the file and remove any information which a third party has refused consent to disclose. A thick black marker is used, to score through every reference to the third party and information they have added to the file.
- 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'.
- The 'clean copy' is photocopied for the parents, who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the setting manager, so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

All the undertakings above are subject to the paramount commitment of the 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

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

Safeguarding and Welfare Requirement: Information and Records

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

9.8 Information sharing

'Practitioners need to understand their organisation's position and commitment to information sharing. They need to have confidence in the continued support of their organisation where they have used their professional judgement and shared information professionally.'

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

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

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

The decision should never be made as an individual, but with the back-up of the management team. The three critical criteria are:

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

Procedures

Our procedure is based on the seven golden rules for information sharing as set out in *Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)*.

1. *Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.*
 - Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information with external agencies.
2. *Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could, be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.*

In our setting we ensure parents:

- Receive information about our Information Sharing Policy when starting their child in the setting and that they sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult.
 - have information about our Safeguarding Children and Child Protection Policy; and
 - Have information about the other circumstances when information will be shared with external agencies, for example, regarding any special needs the child may have or transition to school.
3. *Seek advice if you are in any doubt, without disclosing the identity of the person where possible.*
 - Managers contact children's social care for advice where they have doubts or are unsure.

4. *Share with 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, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.*

- Guidelines for consent are part of this procedure.

5. *Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.*

In our setting we:

- record concerns and discuss these with the setting's designated person and/or designated officer from the management committee 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.

6. *Necessary, proportionate, relevant, 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 people who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.*

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

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

- Where information is shared, the reasons for doing so are recorded on CPOMS where it is decided that information is not to be shared that is recorded too.

Consent

Parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent may be overridden. We do this 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 say they understand this.
- Parents are asked 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.
- Copies are given to parents of the forms they sign.
- We consider the following questions when we need to share:
 - Is there legitimate purpose to 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 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?

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child. Please also see our [Safeguarding Children and Child Protection Policies](#).

Legal framework

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

Further guidance

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

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

9.9 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.

Procedures

- We work in partnership or in tandem with, local and national agencies to promote the well-being of children, mainly North Somerset Council and associated services.
- Procedures are in place for the sharing of information about children and families with other agencies. These are set out in the [Information Sharing Policy](#), [Safeguarding Children and Child Protection Policy](#) and the [Supporting Children with Special Educational Needs and Disabilities 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 the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- 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 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.

Safeguarding and Welfare Requirement: Information and Records

Providers must put in place a written procedure for dealing with concerns and complaints from parents and/or carers and must keep a written record of any complaints they receive and the outcomes.

9.10 Making a complaint

Policy statement

Our setting believes that children and parents/carers 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 to 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 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 Pre-school Learning 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 the setting's provision talks over, first, his/her concerns with the setting manager.
- Most complaints should be resolved amicably and informally at this stage.

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 to the setting manager and the management team.
- 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 with the person in charge and signed by the parent.
- The setting stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the setting 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, the setting manager meets with the parent to discuss the outcome.
- Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summative points are logged in the Complaint Investigation Record.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the setting manager and the chair, director, or owner. The parent may have a friend or partner present if they prefer and the 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, the summative points are logged in the Complaint Investigation Record.

Stage 4

- If at the stage three meeting the parent and setting cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers, but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- Staff or volunteers within the setting are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with the setting personnel (setting manager and chair, director or owner) 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, the setting manager and the chair, director or owner 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 presents 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 Local Safeguarding Children Board

- Parents may approach Ofsted directly at any stage of this complaint's 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.
- The number to call Ofsted regarding a complaint is:
[0300 123 1231](tel:03001231231) OR [0300 123 4666](tel:03001234666)
- These details are displayed on our setting's notice board.
- If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board. In these cases, both the parent and setting are informed and the setting manager works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

Records

- A record of complaints in relation to our setting, or the children or the adults working in our setting, is kept; including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in the Complaint Investigation Record, which is available for parents and Ofsted inspectors on request.

SECTION 10.0

WHISTLE BLOWING

10.1 Whistle Blowing Policy

Statement of intent

It is our intention that staff, volunteers, or parents 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.

Aim

- 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
- 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
- In appropriate use of settings assets
- Decision making for personal gain
- Abuse of position
- Inappropriate use of budget
- Deceit
- Tampering with documents
- Inappropriate use of iPad, tablet, mobile phone, or camera (this includes using social media, using the internet to search for personal benefits, i.e., internet shopping).

Methods of reporting

- A concern can initially be raised by any staff member to their line manager. If the concern is about your line manager contact the committee or Ofsted.
- 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 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 line manager /committee or Ofsted
- If appropriate it will be referred and put through established Safeguarding procedures and may form the subject of an independent inquiry
- Ofsted will be notified within 14 days should an allegation be made against a staff member.
- 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.
- For information regarding use of staff I pads/ tablets, cameras and mobile phones please this section of the policies and procedures.

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 because 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.

We use the Pre School-Learning Alliance, where appropriate these services may be used for advice and guidance through any process.

The public Interest Disclosure Act 1998 seeks to protect employees from discrimination because 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 1231](tel:03001231231), e-mail [whistleblowing @ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk).