

# SCRIVEN PARK PRESCHOOL POLICIES



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### ADMISSIONS POLICY

It is our intention to make our preschool genuinely accessible to children and families from all sections of the local community. In order to accomplish this, we will:

- Ensure that the existence of the preschool is widely known in all local communities. We will place notices advertising the preschool in places where all sections of the community can see them, in more than one language if appropriate.
- Limited provision is available for eligible 2 year olds both funded and non-funded and eligibility will be based on registration date.
- Endeavour to provide a place for every 3 and 4 year old.
- Describe the preschool and its practices in terms which make it clear that it welcomes both fathers and mothers, other relations and other carers, including child minders, and people from all cultural, ethnic, religious and social groups, with and without disabilities.
- Monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.
- Make our Equal Opportunities and Inclusion Policy widely known.
- Ensure that we can, where reasonably practicable, provide appropriate access, care and education for any child with specific needs (see Inclusion Policy).
- Keep a place vacant if financially viable, in order to accommodate emergency admissions.
- Any parents that want to visit with their child prior to starting, they can ring and make an appointment to ensure the Manager or Deputy is available to show them around. Home visits can be undertaken if requested.
- Ensure that any information recorded is stored confidentially but accessible in case of emergency (see Confidentiality Policy).
- Be flexible about attendance patterns so as to accommodate the needs of individual children and families.
- Continue to consult local parents to ensure that the group goes on meeting the changing needs of the local community.
- Open as many sessions as viably possible to accommodate as many children as possible.

### Admissions for Foundation Stage Children

We will:

- For those eligible for the extended hours, we will do our best to offer this if space allows.
- Offer sessions of at least 3 hours in length

### Waiting List

We will:

- Arrange our waiting list in order of registration date and contacted and offered session by registration order (when they added their child to our list).
- Children eligible for funding (the term after they are 3 years old, or two years old).
- Confirm a child's place as soon as possible or the term before they are due to start, i.e. child is due to start in February and their place will be confirmed in the November/December before.



# Scriven Park Preschool

## Admissions Policy

- Guarantee a child's place by the sending out of a welcome pack and the returning of a signed acceptance letter, confirming that the place is still required.



### BEHAVIOUR MANAGEMENT & BULLYING – POLICY & PRACTICE

We believe that children and adults flourish best in a safe environment in which everyone knows what is expected of them and children are free to develop their play and learning at their age and stage of development without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this:

- All adults will provide a positive model for the children with regard to friendliness, care and courtesy and to offer strategies for handling any conflict.
- Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed within the preschool and explained to all newcomers, both children and adults.
- All adults in the preschool will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- Adults in the preschool will praise and endorse desirable behaviour such as kindness and willingness to share.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- The staff will work together to develop strategies to deal with unwanted behaviour and we will undertake training as necessary to support them in this.
- We will work with outside agencies to support each child as necessary.
- The child's Key persons will liaise with the parents to ensure a consistent approach is working between home and preschool settings.

When children behave in unacceptable ways:

- They will be given one-to-one adult support in seeing what was wrong and how to cope more appropriately. Where appropriate, this might be accomplished by a period of "time out" with an adult close by.
- Children will never be sent out of the room by themselves.
- Physical punishment, such as smacking or shaking, will be neither used nor threatened.
- Food will never be used as a reward for good behaviour (See Diet Policy)
- Techniques intended to single out and humiliate individual children such as the "naughty chair" will not be used.
- Physical restraint, such as holding, will be used only to prevent personal injury to children or adults and/or serious damage to property. Any significant event of this sort will be recorded, and the parent informed the same day.
- In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame. (See Equal Opportunities Policy).
- Only in extreme circumstances when a child has had three strikes of 'time out' e.g. severe hitting, biting or unacceptable behaviour, will then result in the child going home for the rest of that session. These strategies will be discussed with the parent before this happens, so they are made aware that this is what will happen. Safety for all children and staff is very important. (See Safeguarding Policy).
- In any case of inappropriate behaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- Adults will not shout, or raise their voices in a threatening way.



# Scriven Park Preschool

## Behaviour Management & Bullying – Policy & Practice

- Adults in the preschool will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people. (see Equality and Diversity Policy)
- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.
- We work in partnership with children's parents. Parents are regularly informed about their child's behaviour by their key person. We work with parents to address recurring unacceptable behaviour, using observation records to help us understand the cause and decide how to respond appropriately.
- Recurring problems will be tackled by the whole setting, using objective observation records to establish an understanding of the cause.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs (see Special Educational Needs Policy).

**This Policy will be monitored by the manager and evaluated through discussion with the whole staff team.**



### CHILDREN'S RECORDS

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

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

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

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

### DEVELOPMENTAL RECORDS

- These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.
- These are usually kept at Preschool where they can be accessed, and contributed to, by our staff, the child and the child's parents. Parents follow their own child's progress online, using Tapestry, where the Preschool reports each child's observations.

### Personal records

These may include the following (as applicable):

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

### Archiving Children's Files

- When a child leaves our setting, we remove all paper documents from the child's personal file and place it in an archive box, stored in a safe place.
- If data is kept electronically it is encrypted and stored as above.
- We store financial information according to our finance procedures.

### Other Records

- We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.
- Students, and volunteers, observing in the setting are advised of our Confidentiality Policy and are required to respect it.

## TRANSFER OF RECORDS TO SCHOOL

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

We prepare children for these transitions and involve parents and the receiving setting or school in this process. We prepare records about a child's development and learning in the Early Years Foundation Stage in our setting; in order to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer.

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

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting. Prior to transferring information, we will establish the lawful basis for doing so (see our Privacy Notice).

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

- Using the Early Years Foundation Stage (EYFS) 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 document may be accompanied by other evidence, such as photos or drawings that the child has made.
- When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.
- If there have been any welfare or protection concerns, we place a star on the front of the assessment record.



### **Transfer of confidential information:**

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in our setting and what was done about them.
- We will make a summary of the concerns to send to the receiving setting or school, along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these for us to use.
- Where a CAF has been raised in respect of any welfare concerns, we will pass the name and contact details of the lead professional on to the receiving setting or school.
- Where there has been an investigation regarding a child protection concern, we will pass the name and contact details of the child's social worker on to the receiving setting or school – regardless of the outcome of the investigation.
- We post or take the information to the school or setting, ensuring it is addressed to the setting or school's designated person for child protection and marked as 'confidential'.
- We do not pass any other documentation from the child's personal file to the receiving setting or school.

**If parents do not wish for Preschool to transfer their child's records to another setting, we respect their wishes and the records are given to the parents instead.**



### **COMPLAINTS POLICY & PROCEDURES**

As a member of the Pre-school Learning Alliance, we aim to provide the highest quality education and care for all our children. We aim to offer a welcome to each individual child and family and to provide a warm and caring environment within which all children can learn and develop as they play.

We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve our group at any time. Many concerns can be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, the following procedures should be used.

### **HOW TO COMPLAIN**

A parent who is uneasy about any aspect of the group's provision should first talk over any worries and anxieties with the manager.

If this does not have a satisfactory outcome within a couple of weeks, or if the problem recurs, the parent should put the concerns or complaint in writing to the manager. All written complaints, including email will be investigated.

The next stage is to request a meeting with the manager and the Chair of the management committee. Both parents and the leader should have a friend or partner present if required and an agreed written record of the discussion should be made.

If the complaint is against the manager then the parent should go straight to the Chair.

### **MOST COMPLAINTS SHOULD BE RESOLVED INFORMALLY OR AT THIS INITIAL STAGE**

If the matter is still not sorted out to the parent's satisfaction, the parent should again contact the Chair Person. At this point, if parent and group cannot reach agreement, it might be helpful to invite an external mediator, one who is acceptable to both parties, to listen to both sides and offer advice. A mediator has no legal powers but can help to help define the problem, review the action so far and suggest further ways in which it might be resolved.

The mediator will keep all discussion confidential. S/he will meet with the group if requested and will keep an agreed written record of any meetings that are held and of any advice s/he has given.

Written records will be kept for at least three years from the date of the last written entry.

### **THE ROLE OF THE REGISTERING AUTHORITY**

In some circumstances, it will be necessary to bring in the registering body, Ofsted, which has a duty to ensure laid down requirements are adhered to. The registering authority would be involved if a child appeared to be at risk or where there seemed to be a possible breach of registration requirements. In these cases both parent and playgroup would be informed and would work with the registering body to ensure a proper investigation of the complaint followed by appropriate action. (See also Safeguarding Policy)

All parents and carers have the right to complain to Ofsted about the care or quality of provision within the setting. If their complaint has not been dealt with to their satisfaction through following the procedures above, they can do this initially by contacting Ofsted on 0845 601 4772. The booklet 'Concerns and Complaints About

Childminders and Day-Care Providers' is also available to read on the noticeboard.

All complaints will be dealt with within 28 days and a confidential Complaints Log Book will record all initial complaints and their outcomes and will be made available for parents and Ofsted at any time.

In some circumstances, it will be necessary to bring in the local authority registration and inspection unit, who have a duty to ensure laid down requirements are adhered to encourage high standards. They would be involved if a child appeared at risk or breach of registration requirements. The registering authority is



**OFSTED. The Complaints and Enforcement number is 03301231231 and address is The National Business Unit OFSTED, Piccadilly Gate, Store Street, Manchester M1 2WD.**

Both parent and preschool would be informed of cases like these and would work with OFSTED where they may be obliged to pass on full details to ensure a proper investigation of the complaint followed by appropriate action.

If a complaint has been reported to Ofsted following the formal complaint to preschool then Ofsted will take action according to the nature of the complaint. They will write to you to acknowledge your complaint and let you know any action they took. If you are still dissatisfied after receiving Ofsted's response you may contact [www.ofsted.gov.uk/parents](http://www.ofsted.gov.uk/parents).

### **THE INFORMATION COMMISSIONER'S OFFICE**

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

**We believe that most complaints are made constructively and can be sorted out at an early stage. We also believe that it is in the best interests of the playgroup and parents that complaints should be taken seriously and dealt with fairly and in a way which respects confidentiality.** (see Confidentiality Policy)

**This Policy will be monitored by the manager and evaluated through discussion with the whole staff team.**



### CONFIDENTIALITY POLICY

In our preschool setting, staff can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. We have record keeping systems in place that meet legal requirements; the means that we use to store and share that information takes place within the framework of the (GDPR) General Data Protection Regulations (2018), the Human Rights Act (1998) and the Freedom of Information Act (2000). In order to ensure that all those using and working in the playgroup can do so with confidence, we will respect confidentiality in the following ways:

- Parents will have ready access to the files and records of their own children only.
- Staff will not discuss individual children, other than for purposes of curriculum planning/ group management, with people other than the parents/carers of that child unless it would put the welfare of any child at risk. (See Safeguarding Policy)
- All personal mobile phones are kept in the office. Any parents helping out will keep mobile phones in the office and not use them around children.
- The preschool camera is the only one in use in the setting. Pictures are printed on the printer in the office or saved on a password protected computer. Tablets are used and kept at the setting and they are uploaded to Tapestry when documenting a child's progress. The photos are then deleted from the camera and tablets.
- Social networking sites such as Facebook or Twitter will not be used by staff to connect with parents about children in our setting
- Information given by parents/carers to the Manager or key person will not be passed on to adults without permission.
- Some parents may share information about themselves with other parents as well as with our staff; we cannot be held responsible if information is shared by those parents whom the person has 'confided' in. This includes information shared on the preschool's Parents' Facebook Group page.
- Information is kept in a manual file, or electronically; any records concerning children which are stored on a computer are password protected. Tablets may be used to record observations on Tapestry; these are also password protected for each member of staff and never leave the Setting.
- Staff, Chair Person and Registration Secretary are the only persons having access to any information given on the registration forms, which are kept in the office. (see Admissions Policy)
- Issues to do with the employment of the staff, whether paid or unpaid, will remain confidential to the people directly involved with making personnel decisions. (see Staffing and Employment Policy)
- Any anxieties/evidence relating to a child's personal safety will be kept in a confidential file and will only be shared with the staff, Chair Person and Social Care as necessary.
- Students and Volunteers on recognised qualifications and training, when they are observing in the playgroup, will be advised of our confidentiality policy and be required to respect it. (see Student Policy)
- Parents on their rota duty will not disclose any information gained on any child during their time at the session, behavioural or otherwise, unless it is to the manager or Chair Person. (see Parental Involvement Policy)
- Displays are put up around the setting to provide a stimulating learning environment and children's names are often added to give them a sense of self-esteem. This is done with their first name or if two children with same name then their name and initial of surname. Children's names also appear on pegs, bags and draws.

For further information regarding the confidential data and information that we collect and store, please refer to the preschool's Privacy Notice. Telephone advice regarding general queries may be made to The Information Commissioner's Office Helpline 0303 123 1113.



# Scriven Park Preschool

## Confidentiality Policy

Safety and protection is extremely important for children in our setting and we take our responsibility to safeguard children seriously. (See Safeguarding Children Policies and Procedures)

**This policy will be monitored by the manager and evaluated throughout discussion with the whole staff team.**



### **CURRICULUM POLICY – BASED ON EARLY YEARS FOUNDATION STAGE**

*“The EYFS is a play-based framework that acknowledges that every child is unique and that they learn and develop at different rates and in different ways.*

*The aim of the EYFS is to support schools, nurseries and childminders to make sure that children from all backgrounds have the same opportunities and life chances as the most advantaged.*

*With the EYFS, parents will be sure that their children, irrespective of the type of setting they attend, will get the same excellent standards of learning and care.”*

Beverley Hughes, Children’s Minister

Within the group, all children are supported in developing their potential at their own pace. Our Key Person system enables us to ensure a curriculum tailored to the needs of each individual child (see Key person Policy). By means of developmentally appropriate play activities and a high level of individual adult input, we offer a differentiated curriculum, allowing the same opportunities for both boys and girls; access for children with Special Education Needs (see Special Educational Needs Policy); an anti-bias approach; welcome children and families from other cultural and ethnic backgrounds (see Equal Opportunities Policy) which enables children to progress towards the early learning goals set out by the Department for Children Schools and Families throughout the Early Years Foundation Stage and prepares them for the National Curriculum, which begins at Year 1 in primary school.

We also have strong links with the local schools, especially Meadowside Primary School, to which we are the main feeder for their Reception class.

#### **The EYFS is based on four principal themes:**

- A unique child – every child is a competent learner from birth who can be resilient, capable and self-assured.
- Positive relationships – children learn to be strong and independent from a base of loving and secure relationships with parents/carers.
- Enabling environments – the environment plays a key role in supporting a child’s development
- Learning and development – children learn and develop in different ways and at different rates. All areas of learning are equally important and interconnected.

#### **The areas of learning and development**

There are 7 areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the **prime** areas, are:

- Communication and language
- Physical development
- Personal, social and emotional development

We also support children in four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design





### **COMMUNICATION AND LANGUAGE**

Development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

### **PHYSICAL DEVELOPMENT**

This involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and have confidence in their own abilities.

### **LITERACY**

Encourage children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of materials (books, poems, and other written materials) to ignite their interests.

### **MATHEMATICS**

Provide children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple additions and subtraction problems; and to describe shapes, spaces and measures.

### **UNDERSTANDING THE WORLD**

Guides children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

### **EXPRESSIVE ARTS AND DESIGN**

To enable children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

### **OUTDOOR PLAY**

We believe that outdoor play is crucial to young children's learning and as such, we aim to allow the children the use of both indoors or outdoors for their play during the session, as they should be viewed as integrated and combined, providing both a teaching and learning environment.

We will plan for the outside provision in conjunction with the indoor environment and evaluate both areas together. Being outdoors offers opportunities for doing things in different ways and gives children first-hand contact with weather, the natural world and growing our own things like potatoes, beetroot, carrots, strawberries and flowers to name a few.





### **PLANS**

Our plans are based upon observing individual children and assessing what their learning journeys should be, in conjunction with our Key Person Policy. We aim to make sure that all children's needs are met and that they are encouraged to progress towards the early learning goals set out by the EYFS using developmentally appropriate activities.

To carry out observations and record children's learning we use 'Tapestry'. This is an online journal which records all the fun of children's early years education.

This helps key persons monitor development and learning and is a unique journal shared online with parents who are able to see their own child's special moments and contribute to their learning.

This is good practice with working together with parents.



### DIET – POLICY & PRACTICE

The sharing of refreshments can play an important part in the social life of the preschool as well as reinforcing children's understanding of the importance of healthy eating. The preschool will ensure that it fulfils all the requirements of the registering authority and that the following procedures will be followed:

#### Staff

- All staff will be kept up to date with latest guidelines and practices through support through the Local Authority and their Extended Services Development Officer and through on-going training.
- Staff will discuss options for snack at regular meetings to ensure healthy foods are offered at all times, that are low in fat, sugar and salt.
- Staff will also advise parents on the preferred healthy options for packed lunches.
- Staff will ensure that children follow appropriate health and hygiene practices by encouraging children to wash their hands before they eat food and after they have been to the toilet.
- Any food allergies will be highlighted and appropriate menus planned for the children in consultation with parents. If necessary a Health Plan will be followed for any child with an allergy or food intolerance to ensure correct procedures are followed and these will be reviewed regularly
- Staff carry out good practices about health and hygiene by washing hands frequently and role modelling this with children, physically supporting those who need it.
- Children with any food intolerance or allergy will be identified by having a spot sticker on their name card to highlight to staff to ensure their needs are met.
- Staff will promote a healthy lifestyle through planning and discussion with the children and they will liaise with Health professionals, such as Health Visitors, Nutritionists and Dentists.
- Water is constantly available.
- Milk provided for children is whole and pasteurised.
- Water in the water bottle is available so the children and staff can freely access when needed. This aids independence.
- Food at café time is a selection of fruit, vegetables, toast, cereal and/or biscuit. Other foods are offered on special occasions, seasonal/traditional celebrations or when linked to topics and children's interests.
- Food is arranged so children can choose and self-serve where possible like pouring own milk.
- Lunchtime enables children to have some social time with their peers.
- Staff role model good practice with regard to hygiene and good manners throughout the session.
- Staff monitor contents of children's lunch boxes.

#### Children

- Food will never be used a reward for progression or good behaviour.
- Snack is provided in a cafe style, so children can have the opportunity to come when they choose.
- Those children that do not access the cafe independently will be encouraged to attend with support from their peers and staff.
- The cafe style snack encourages children to pour their own drinks, become independent in choosing their snack.



- All children are encouraged to wash their hands before eating and touching food and after going to the toilet to ensure a high level of hygiene is promoted at the setting.

### **Parents / Carers**

- Under new Food Allergen Labelling, parents will be informed of snacks we provide and the allergens identified in the snacks we provide.
- Parents are encouraged to label and store cold items from lunchboxes in the fridge, to keep them fresh.

### **Equal Opportunities**

- A diet encompassing food from a range of cultures ensures that children from all backgrounds encounter familiar tastes and that all children have the opportunity to also try unfamiliar foods.
- The dietary rules of religious groups and also of vegetarians/vegans will be identified in discussion with parents and met in appropriate ways.

**\* This Policy will be monitored by manager and evaluated throughout discussion with whole staff team.**



### **ELECTION POLICY**

The Preschool is run by an elected committee, or Board of Trustees, which ensures that major decision making is in the hands of the parents who use the group. The Committee or Trustees are responsible for reviewing both policy & practice & for the employment & appraisal of members of staff.

The Committee or Board of Trustees is made up of a minimum of three officers:

- Chairperson
- Secretary
- Treasurer

& other posts available are:

- Registration Secretary
- Fund Raiser
- General Members

Details of the duties involved are as follows:

#### **Chair person**

The chair is the public face of the committee. The chair also takes charge of all meetings involving the committee. They are usually the line manager for the staff & they also support & authorise the work of the treasurer. They will also be a co-signatory on any cheques.

#### **Secretary**

The secretary deals with all the group's paperwork as necessary & writes letters etc. when needed.

They circle the agenda before meetings & take minutes of the meetings held.

#### **Treasurer**

The treasurer keeps the records of all the group's financial transactions. They will prepare a budget for the year, maintain the group's bank account, arrange for collection of fees & any fundraising monies & also deal with staff wages. They will issue bills & receipts & be a signatory on cheques. They will present an account at each committee meeting. They will also prepare & send the group's account to be independently assessed before each AGM.

#### **Registration Secretary**

The registration secretary takes calls from new parents and allocates sessions for all children, liaising with playgroup staff. They keep an up-to-date list of pupils, both existing, new and also those on the waiting list. They organise, send out and collate session request letters and welcome packs three times a year.

Our Annual General Meeting, at which the committee or Board of Trustees for the following year is elected, is held in October, at which the Annual Report & audited Accounts for the preceding year shall be presented & agreed.

- All committee members or Board of Trustees will be voted in at the AGM.
- On there being more than one candidate for any post there will be a vote. Ballot papers will be issued prior to the AGM.
- Families of a child attending playgroup count as one member & have one vote at the AGM.



- Staff do not have a vote as they are employed by the playgroup, unless they have a child attending the group, whereby they are eligible for one vote.
- Committee members or Board of Trustees each have one vote at a committee meeting.
- Committee meetings are held about once a term, at a time suitable for the majority of the committee & manager & staff.
- At least three of the Committee Members or Board of Trustees must be present to pass any matters.

All policies are reviewed annually and agreed at the AGM, signed and dated using the list at the front of the prospectus.



### **EQUALITY & DIVERSITY POLICY**

The Pre-school Learning Alliance is committed to helping preschools provide equality of opportunity for all children and families and take positive action to eliminate discrimination in all areas of their work. As a member of the Alliance, Scriven Park Pre-school works in accordance with all relevant legislation, including

- Disability Discrimination Act 1995 and 2005
- SEN and Disability Act 2001
- Equality Act 2010
- Race Relations Act 1976
- Race Relations (Amendment) Act 2000
- Every child matters children act 2004
- Human Rights Act 1998
- UN Rights of Child (UK) 1991
- Early Years Foundation Stage Statutory Guidance 2017
- Special Education Needs Code of Practice 2015
- Sex Discrimination Act 1986
- Children Act 1989

We believe that the group's activities should be open to all children and families, and to all adults committed to their education and care. We aim to ensure that all who wish to work in, or volunteer to help with, our preschool have an equal chance to do so.

### **ADMISSIONS**

Families joining the preschool are made aware of its Equality and Diversity Policy, which is regularly reviewed.

### **EMPLOYMENT**

Any vacancies will be advertised. The preschool will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed.

Commitment to implementing the group's Equality and Diversity Policy will form part of the job description for all workers.

Any training required to ensure each member of staff understands and promotes equality of opportunity is fully supported through the appraisal system for each staff member. (See Staffing and Employment Policy)

### **FESTIVALS**

Our aim is to show respectful awareness of all the major events in the lives of the children and families in the preschool, and in our society as a whole, and to welcome the diversity of backgrounds from which they come.

In order to achieve this:

- We aim to acknowledge festivals that are celebrated in our area and/or by the families involved in the playgroup.
- Without indoctrination in any specific faith, children will be made aware of and take part in the festivals which are being celebrated by their own families or others, and will be introduced where appropriate to the stories behind the festivals.



- Before introducing a festival with which the adults in the preschool are not themselves familiar, appropriate advice will be sought from parents and other people who are familiar with that festival, along with any training opportunities available.
- Children and families who celebrate festivals at home, with which the rest of the playgroup is not familiar, will be invited to share their festival with the rest of the group, if they wish to do so.
- Children will become familiar with and enjoy taking part in a range of festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.

### **THE CURRICULUM**

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Management of resources within the playgroup will ensure that both girls and boys have full access to all kinds of activities and equipment and are equally encouraged to enjoy and learn from them. (See Curriculum Policy)

Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

### **RESOURCES**

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-racial and cultural society.

Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and by using images and words which reflect positively the contribution of all members of society. (See Selecting Play Equipment and Toys Policy)

### **SPECIAL NEEDS**

The Preschool recognises that children have a wide range of needs which differ from time to time, and will consider what part it can play in meeting these needs as they arise. (See Special Educational Needs Policy)

Planning for preschool meetings and events will take into account the needs of people with special needs.

### **DISCRIMINATORY BEHAVIOUR/REMARKS**

Any discriminatory language, behaviour or remarks by children, parents or any other adults are unacceptable in the preschool.

Our response will aim to demonstrate support for the victim(s), to help those responsible to understand and overcome their prejudices and to make it clear that such behaviour/remarks will not be tolerated.

### **LANGUAGE**

Basic information, written and spoken, will be clearly communicated in as many languages as are necessary and possible.

Bilingual/multilingual children and adults are an asset to the whole group. Parents will be encouraged to speak to children in their first language at home.

Children and parents who have English as a second or additional language will be valued and their languages recognised and respected in the preschool.



### **FOOD**

Working in partnership with parents, children's medical, cultural and dietary needs will be met. (See Diet Policy)

### **MEETINGS**

The preschool will make every effort to ensure that the time, place and conduct of meetings enable the majority of parents to attend so that all families have an equal opportunity to be involved in and informed about the preschool.





### FEE POLICY

We are a non-profit making group with charitable status. Our fees for the sessions are used to pay staff wages, rent, utilities, equipment, training, etc.

- Presently we charge £16.50 a session and £3.00 per lunch club, if your child is not eligible for government funding, payable termly.
- Bills will be given out in the first 2 weeks of the proceeding half term.
- Fees must be paid by the date given on the bill.
- If the fees are not paid in full and on time, a family may risk forfeiting their child's place.
- Families with financial difficulties should contact the Treasurer about different payment options.
- A half term's notice should be given if a family wishes to remove their child from preschool, otherwise the next half term's fees will still be required to be paid.
- If a child is absent, the fees still need to be paid.
- If a child is going to be absent for a long period of time, a reduced fee, or retainer, usually ½ the fee, will still be required to retain their place at playgroup. Please inform the Treasurer as soon as possible.
- It is preferable for the fees to be paid by cheque made payable to **Scriven Park Pre-school** & returned in a sealed envelope with the child's name on.
- Any cash presented to preschool should also be in a sealed envelope, signed by the parent, with the child's name & amount printed on the envelope.
- The manager can help the Treasurer deal with the bill queries but all money passed onto the Treasurer.

**\*This policy will be monitored by the manager and evaluated through discussion with the whole staff team.**



### HEALTH & SAFETY PROCEDURES

The following procedures form part of our overall Health and Safety Policy. Our preschool promotes a healthy lifestyle and a high standard of hygiene in its day to day work with children and adults and the safety of young children is of paramount importance. This is achieved in the following ways:

A daily risk assessment is carried out and checked by staff on duty.

#### Food

- All snacks provided will be nutritious and pay due attention to children's particular dietary requirements.(also see Diet Policy)
- When cooking with children as an activity, the adults will provide healthy, wholesome food, promoting and extending the children's understanding of a healthy diet.
- Snacks are kept in sealed containers and refrigerated if necessary.
- Parents are to inform staff on admission to preschool if their child suffers from any allergies.
- A Health Care Plan will be completed for each child and for each allergy and protocols shared with staff.

The preschool will observe current legislation regarding food hygiene, registration and training.

In particular, each adult will:

- Always wash hands under running water before handling food and after using the toilet.
- Not be involved with the preparation of food if suffering from any infectious/contagious illness or skin trouble.
- Never smoke in the preschool, on the grounds or surrounding areas.
- Never cough or sneeze over food.
- Use different cleaning cloths for kitchen and toilet areas – white cloths for kitchen and tables; blue jay cloths for the toilets; pink cloths for the sinks in the toilets and yellow or green cloths for glue and paint. This poster is clearly on show in kitchen.
- Prepare raw and cooked food in separate areas, using separate chopping boards

#### Hygiene

- To prevent the spread of all infection, adults in the group will ensure that the following good practices are observed:
- Hands washed after using the toilet and before handling food
- Children with pierced ears are to only wear stud earrings when attending the setting.
- Children encouraged to blow and wipe their noses when necessary and to dispose of soiled tissues hygienically
- Paper towels used and disposed of appropriately.
- Hygiene rules related to bodily fluids followed with particular care and all staff and volunteers aware of how infections, including HIV infection, can be transmitted.
- Appropriate gloves to be worn at all times when changing nappies or soiled pants and thrown away in nappy sacks.



### Cleaning and clearing

- Any spills of blood, vomit or excrement wiped up and flushed away down the toilet. Appropriate gloves are to always be used when cleaning up spills of body fluids. Floors and other affected surfaces disinfected using disinfectant or bleach diluted according to the manufacturer's instructions. Fabrics contaminated with body fluids thoroughly washed in hot water.
- COSHH data sheets are kept for all cleaning products and the correct dilution rates are followed.
- All dangerous materials, including medicines and cleaning materials, will be stored out of reach of children.
- Risk assessments on the use of cleaning products are followed and any areas of high risk will be reduced as much as practicably possible.
- Spare laundered pants and other clothing available in case of accidents, and polythene bags available in which to wrap soiled garments to be sent home for washing.
- All surfaces cleaned daily with an appropriate cleaner
- Potties are washed after each use and together with the toilet, disinfected at the end of each session.
- Children are encouraged to flush the chain and wash their hands after going to the toilet and before having their snack.

### Head lice

- If live head lice are discovered on children by staff, parents are informed and the child should be treated before returning to preschool.
- If staff discovers head lice eggs, parents are informed at the end of the session and treatment is expected before the child returns to preschool.
- If staff or volunteers discover lice or eggs on their hair, then they are to be treated as soon as possible before returning to preschool.

### Outdoor play

- Children will have the opportunity to play outside throughout the year, whatever the weather (either in the preschool's own outside play area or the school's playground, playing field or gym).
- The outside area will be checked daily before each session.
- The outdoor space is securely fenced.
- If school space is used for outdoor play, it is checked for litter and other dangers.
- Regular risk assessments will be made on the environment and the equipment and any areas of high risk will be reduced as much as practicably possible to both children and adults.
- Adult to child ratios will be monitored regularly throughout the session and at least one member of staff will be outside with the children at all times.
- Resources are washed regularly every term or more often if necessary.
- Large equipment both indoors and out is deep cleaned annually or more often if necessary.
- Children playing with or near water will be continuously supervised.
- There will be safe surfaces beneath and around all climbing equipment and such activities will be appropriately supervised.



- Parents are asked to ensure that sun cream is applied to their child before they attend the session. A supply of sun cream will not be kept at the Preschool, due to the different skin allergies children may have to use different products.
- Parents are also requested to ensure that their children arrive in appropriate clothing so they can play outside in all weathers, such as hats, boots, coats and gloves. Preschool does hold a supply of spare clothing for emergencies if a child does arrive inappropriately dressed and parents are requested to wash and return any borrowed clothing.

### Indoor play

- Equipment offered to children is developmentally appropriate, recognising that materials suitable for an older child may pose a risk to younger/less mature children.
- Children will have the opportunity to play indoors or out during every session.
- Regular risk assessments will be made on the environment and the equipment and any areas of high risk will be reduced as much as practicably possible.
- Adult: child ratios will be monitored regularly throughout the session and kept in line with ratio requirements.
- See also Safeguarding Policy for supervision of children.
- The main door is double locked & the fire exits have keys at adults' level.
- Low-level glass is toughened or covered as appropriate.
- Electric points/wires and leads will be adequately guarded.
- Internal safety gates/barriers are used as necessary, ensuring that they are easily opened by adults in case of fire.
- Resources are washed regularly every term or more often if necessary.
- Radiators are fitted with safety caps & their temperatures monitored.
- Hot taps are not used by the children.
- Children are not allowed in the office or in the store rooms.
- All cooking activities involving the use of heat will be continuously supervised.

### Supervision

- All children will be supervised by adults at all times and will always be within sight and sound OR sound or sight of an adult.
- On planned further afield outings, the adult: child ratio will be at least one to two.
- On local trips a consent form is previously signed.
- If a small group goes out, there will be sufficient adults to maintain appropriate ratios for staff and children remaining on the premises.
- In an emergency, whenever children are on the premises, at least two adults will be present, one of whom has had the appropriate DBS checks and is safe to work with children, and otherwise, all adults working with the children are suitably qualified and checked to do so. See also Safeguarding Children Policy.

### Adult safety

- All adults in the group, both staff and visitors, will be aware of and follow the group's Health and Safety Policy and procedures.



- An individual risk assessment will be done on all new and expectant mothers and young persons. See also Student Policy.

### Management

- A book will be available at each session for the reporting of any accident /incidents.
- Regular safety monitoring will include checking of the accident record as a basis for risk assessment.
- Risk assessments will be done regularly and any areas of concern will be actioned promptly.
- Hot drinks will be kept in the office.
- A register of both adults and children will be completed as people arrive and leave so that a complete record of all those present is available in any emergency. Also children carry out self-registration with placing their photo on the office board when arriving and take it off when leaving.
- A correctly stocked first aid box will be available at all times.
- Visitors may only enter the building if a member of staff opens it & all visitors must sign a visitor's book.
- See also Sick Child Policy and Medication Policy

### Accident Procedures

- The Preschool has a correctly stocked first aid box available at all times and will ensure that the first aid equipment is kept clean, replenished and replaced as necessary. Sterile items will be kept sealed in their packages until needed.
- There will always be on the premises, at least one qualified First Aider trained to administer first aid to children and adults.
- Cuts or open sores, whether on adults or children, will be covered with a dressing, according to current first aid guidance.



### INCLUSION POLICY & PROCEDURES

Our preschool aims to have regard to the DfES Code of Practice on special educational needs and also to the guidelines supplied to private and voluntary providers of preschool education. We aim to provide welcome and appropriate learning opportunities, for all children.

- Our aim is to provide for the developmental needs of each child in the group.
- All children in the group, irrespective of their special needs, are encouraged wherever possible and appropriate to participate in all the group's activities.
- Our system of observation and record-keeping, linked to the Early Years Foundation Stage, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.
- The needs and progress of children who have special educational needs are monitored by our group's Special Educational Needs Coordinator (SENCO).
- Our key person system ensures that each adult is especially responsible for, and close to, just a few children, so each child receives plenty of adult time and support. (see Key Person Policy)
- We work closely with the parents of all the children in the group to ensure that
  - the group draws upon the knowledge and expertise of parents in planning provision for the child
  - the child's progress and achievements are shared and discussed with parents on a regular basis
  - Parents know the identity of the group's SENCO.
  - parents are aware of the arrangements for the admission and integration of children with special educational needs
- If it is felt that a child's needs cannot be met in the playgroup without additional personnel and/or equipment, funding will be sought to ensure that provision is appropriate to the child's needs through our Inclusion Officer and Early Years Foundation Stage Consultant.
- We work in liaison with relevant professionals and agencies outside the group to meet children's specific needs.
- Our staff attend whenever possible in-service training on special needs arranged by the Local Authority.

### SENCO (Special Needs Co-ordinator)

- The preschool's SENCO is **Jayne Wilford**.
- The Deputy SENCO is **Kirsty Gibson**.
- The SENCO's role is to:
  - Support the child, parents & other staff members.
  - Prepare the ILLPS (Individual Learning and Provisional Plan) for the child.
  - Liaise with other professionals
  - Organise training.
  - Organise & attend reviews.
  - Collate information gathered.
  - To understand the preschool's policy and Children's and Families Act 2014 implemented through the SEN Code of Practice 2014.

### Admission arrangements

- These are based on our main admissions policy. (see Admission Policy)
- Parents need to give the group as much notice as possible if a child has special needs or disability.
- Additional arrangements, personal to each child may need to be discussed before the child attends.



- If the child attends another group, feedback may need to be gained from them with permission from parents.

### **Identification & Assessment of children with Special Educational Needs (SEN) and disabilities.**

A CAN-DO is a Comprehensive Assessment of Need Document which helps provide a better understanding regarding a child or young person's particular pattern of strengths and skills as well as areas of need. The CAN-DO will help us as a setting better target intervention to help improve achievements and outcomes for all children and young people. It is completed within our setting by someone who knows the child well, alongside a parent or key family member, and where appropriate other professionals.

- We have regard for the DfES Code of Practice on the identification & assessment of Special Educational Needs.
- We have adopted Early Years Action & Early Years Action Plus protocols & the practice of our preschool is described through these strategies.
- Early Years Action – this is undertaken when a child has been identified with SEN either by staff or the SENCO or by concerns from their parents
- As much information is gathered as possible to identify the actual need
- This information is used to identify the action to be taken with support from the Early Years Foundation Stage Consultant.
- An Individual Education Plan or ILLP is then drawn up to include the short term targets for the child, the strategies involved, when it will be reviewed & the outcome.
- The ILLP is discussed with the parents & also the child & reviewed regularly.
- Early Years Action Plus – This step is taken when the ILLP has been reviewed & further help & advice is needed from outside agencies.
- These outside agencies may include: Early Years Support Teachers; Portage Home Visitors; Specialist Support Teachers; Educational Psychologists; Parent Partnership Coordinators & Education Social Workers.
- These services will usually observe the child within preschool & help develop a new ILLP & targets for the child & provide further assistance where necessary.
- We have a Local Offer in place which is attached to our policies and can also be found on the [northyorks.gov.uk](http://northyorks.gov.uk) portal website.
- If progress has not been made with further reviews we may then have to request a statutory assessment by the Local Education Authority.

We plan our EYFS Curriculum to include children with SEN by making sure each child's needs are met through observing the children & planning for each child, monitoring & reviewing their development.

Our learning environment provides the following opportunities for all children to be included in the setting as a whole by:

- Planning the layout to be accessible as possible for all children
- We provide various differentiated activities to allow for the various different levels of ability
- We have staff that have training in a variety of special needs areas.

We monitor & evaluate our SEN policy by regularly reviewing it & monitoring changes that may need to be made, especially to allow inclusion for children with specific needs.

Complaints about our SEN provision are to be made as per our complaints policy. (See Complaints Policy)

Transition arrangements to other settings and school are planned in conjunction with the child, parents, key person and SENCO to ensure the child is supported as much as possible and that the transition is completed as smoothly as possible. (See Settling In and Transition Policy)



# Scriven Park Preschool

## Inclusion Policy & Procedures

**\*This policy will be monitored by the manager and evaluated through discussion with the whole staff team.**





### INFORMATION SHARING POLICY

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

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

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

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

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

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

### PROCEDURES

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

Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information both within the setting, as well as with external agencies. (A Privacy Notice is given to parents at the point of registration to explain this further.)

#### In our setting we ensure parents:

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



### In our setting we ensure that:

- Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the child's file.
- Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager or deputy, as designated person, who will contact children's social care for advice where they have doubts or are unsure.
- Our manager seeks advice if they need to share information without consent to disclose.
- We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation.
- Our guidelines for consent are part of this procedure.
- Our manager is conversant with this and she is able to advise staff accordingly.
- Our staff record concerns and discuss these with our designated person and/or designated officer from the management team for child protection matters;
- Our staff record decisions made and the reasons why information will be shared and to whom.
- Our staff follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children Policy.
- Where information is shared, staff record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

### CONSENT

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

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



- Consent may be explicit, verbally but preferably in writing, or implicit, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.
- **Consent can be withdrawn at any time.**
- We explain our Information Sharing Policy to parents.

### Separated parents

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

All the undertakings above are subject to our paramount commitment, which is to the safety and well-being of the child. (See Safeguarding Children - Policies and Procedures)

**\*This policy will be monitored by the manager and then evaluated through discussion with the whole staff team.**



### KEY PERSON POLICY

At preschool we have a key person system which ensures personal attention to the needs & development of each individual child & family. It also contributes to the quality of the child's preschool experience. The child's key persons will be introduced to the family during their first days at preschool.

- The Key Person system provides:
- Assistance with settling into preschool.
- Close monitoring of each child's progress in all developmental areas
- A point of personal contact between home & preschool
- Input into the group's curriculum planning to ensure that each individual child's needs are met, including any special needs (see Special Educational Needs Policy)
- Opportunities to build up positive relationships with the parents in the setting

A child's key persons will:

- Keep an eye on the child during the settling-in process, reassuring both child & parents as necessary
- Assist new children as necessary to become integrated into the life of the preschool, ensuring that the child knows & understands any rules & feels comfortable with the people & activities.
- Build up a relationship with the children in their care & be there to comfort & reassure them as necessary in times of distress.
- Try to be aware of any changes in the child's home circumstances which may affect their behaviour or needs in preschool
- Assist with toileting as necessary
- Be actively involved in conducting routine observations on the children in their group
- Ensure that the group's planning reflects the children's needs
- Make contact with parents to share their child's progress with progress reports & profile maps on a termly basis or more frequently if necessary.
- Liaise with parents & outside agencies when their child has a Special Educational Need
- Review Individual Education Plans at meetings with the Special Educational Needs Co-ordinator & parents.
- Try to remain with the same key children during their time at Preschool, but this may not be possible during to the movement of children through the preschool to school, etc.



### LOST CHILDREN POLICY & PROCEDURES

- The personal safety of each child is paramount and all steps to ensure this are undertaken at each session.
- All staff will ensure that all access doors and gates to the setting are properly fastened at all times while the children are on the premises and supervised by staff on opening and closing.
- All children will be entered into the register on arrival (see Health and Safety policy procedures, arrival and departures) and on leaving, along with the times.
- The register will also be taken at the beginning of the session and the number and time of children entering the premises will be recorded, along with departure times.
- All outdoor play will be supervised closely with appropriate adult: child ratios followed and all staff will accompany the children if the children are taken onto the school playing field or playground.
- In the event of a child being lost or unaccounted for, the following procedure will be conducted:
  - A headcount will be made by the play leader and checked against the register to confirm that a child is missing and not collected early
  - All rooms will be searched within the building and also the outside areas
  - The children will be asked if they have seen the particular child, without upsetting them.
  - A record of the child's clothing & appearance will be taken
  - A wider search of the area will be conducted by the manager
  - School will be alerted to the fact of a missing child and enlisted to help if possible.
  - The child's parents will be contacted to confirm that he/she is not at home.
  - The police will be alerted immediately after all the above procedures have been followed and confirmed that the child is missing. **North Yorkshire Police - 0845 606 0247**
  - The Chair Person will also be notified.
  - During this time, the other children on the premises will be supervised as normal and the routine of the session will not change.
  - Two members of staff will remain at the setting at the end of the session until told by police that they can leave.
  - Ofsted will be contacted.
  - A full report of the incident will be recorded in writing.
- If a child is lost while on an outing the above procedures where applicable will be followed along with:
  - 2 Adults will search the site and surrounding areas, keeping in contact with mobile phones.
  - The remaining children will be supervised closely
  - The venue being alerted to the fact of a missing child.
  - Parents will be contacted.
  - Advice given by the police will be acted upon immediately
  - In all cases a record of events will be taken by all persons involved and used to review policies and procedures, to find out why it occurred and to take steps for it not to happen again.

**\*This policy will be monitored by the manager and evaluated through discussion with the whole staff team.**



### MEDICATION POLICY

We are keen to ensure that all children and staff who are prescribed medication will have the opportunity of attending the preschool, as long as the following procedures are adhered to for the health and well-being of the children and staff.

- Only prescribed medication by a Doctor will be given by preschool staff. No other medication will be given. Over the counter cream may be applied.
- If possible, the child's parents will administer medicine. If not, then medication must be stored in the original container and clearly labelled with child's name, dosage and any instructions. Where local regulations require it, guidance will be sought from Social Care before people other than parents agree to administer medicines.
- Written information will be obtained from the parent, giving clear instructions about the dosage, administration of the medication and permission for the member of staff to follow the instructions, using a Health Care Plan.
- All medication will be kept out of the reach of children, in the office or fridge if appropriate, unless it is a controlled drug, when it will be kept in a lockable cupboard.
- A medication book will be available to log in the name of the child receiving medication; times that the medication should be administered, together with the signature of the person who has administered each dose; a witness and the parent's signature on collection of the child.
- With regard to the administration of life saving medication such as insulin/adrenalin injections or the use of nebulisers, the position will be clarified by reference to preschool's insurance company. If specialist knowledge is required, staff involved in administering medication will receive training from a qualified health professional.
- Regular prescribed medication will have the date checked by staff before administration and parents should be informed of the expiry date, so a new supply can be provided.
- See also Health and Safety Policy and Procedures for hygiene and infection controls.
- Out of date, unused and empty medication containers will be given back to parents to be disposed of safely.
- If the parents have not brought in the child's medication then they will be contacted immediately if the child becomes ill.
- If a child refuses to take their medication, their parents will be contacted immediately for further advice and this will be recorded in the medication book.
- Staff will administer their own medication as necessary unless it becomes life threatening, when a First Aider will administer it for them.
- Staff will notify the Chair Person if regular medication is to be taken during work hours and a Health Care Plan will be drawn up.

### Emergency Procedures

- An ambulance will be called if in any doubt about the condition of a child or adult at the setting, following current first aid guidelines.
- The child will be accompanied to hospital by the manager, who will not leave until the parents have arrived at the hospital.
- Parents will be contacted as soon as possible.
- In case of emergency treatment proving necessary, parents will be contacted or if this is unsuccessful the child's doctor will be consulted.
- Under no circumstances can Preschool staff give consent for treatment.
- Staff remaining behind will endeavour to contact emergency cover.
- Ofsted will be contacted in all instances of hospitalisation of a child.



- With hospitalisation of a member of staff, their next of kin will be contacted.
- RIDDOR guidelines will be followed and Ofsted informed as necessary.
- See also Outings Policy

### Record Keeping

- All records will be kept for 3 years after the date the child has left the setting, with regard to current legislation. (see 'Retention Periods for Records' sheets attached)
- All information is stored in a folder within the locked office. Quick access information (name of child, medication and reason for administration) for emergencies such as allergies/asthma is also viewable, by staff, as a chart on a wall within the office.
- The medication book will be reviewed every 6 months to ensure correct information is being recorded.

**\*This policy will be monitored by the manager and then evaluated through discussion with the whole staff team.**





### **MOBILE PHONE TABLET & CAMERA POLICY**

It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used.

#### **MOBILE PHONES**

Scriven Park Preschool allows staff to bring in personal mobile phones for their own use.

Users bringing personal mobile phones into preschool must ensure there is no inappropriate or illegal content on the device.

All staff/volunteers must ensure that their mobile phones are placed into the box which is placed in the office throughout their time in preschool. This office is safely locked at all times when empty so no child can get in.

Mobile calls may only be taken in the office and when agreed by the manager.

If a member of staff is waiting for an emergency call then they can arrange with the manager to check their phone in the office only.

Staff need to ensure that the manager has up to date contact information and that staff make their families, children's schools etc. aware of an emergency work telephone number. This is the responsibility of the individual staff member.

All parent helpers will be requested to place their phone into the box in the office and asked to take or receive any calls in the office during their time at preschool.

It is the responsibility of all members of staff to be vigilant and report any concerns to the manager.

Concerns will be taken seriously, logged and investigated appropriately in line with our safeguarding policy.

#### **VISITORS/WORKMEN**

Mobile phones ideally are to be left in the office. If it necessary for visitors/workmen to have their phones to implement their role effectively then they are to be supervised at all times.

#### **CAMERAS**

Photographs/videos are taken on the preschool camera and tablets only and for the sole purpose of observing children participating in activities and celebrating their achievements for the progression in the Early Years Foundation Stage. Images may also be used for the local newspaper with the permission from the parents.

All staff are responsible for the location of the camera and tablet and is usually placed on the shelf or in the office in preschool when not in use.

Images/videos taken on the camera or tablet will then be printed off/ uploaded to the computer (for Tapestry) and then deleted at the end of the week. Tablets will not leave the Preschool premises.

Photographs/videos will be stored on the password protected computer only where absolutely necessary/until they have been uploaded to Tapestry. Once there is no longer a requirement for them, they will be deleted.

Only photographs needed to be taken in the toilet area are of the children washing their hands. Under no circumstances must any other photographs/videos be taken in the toilet area.

#### **PRODUCTIONS/OUTINGS**

No photographs or recordings may be taken by parents during productions or outings due to restrictions for safety reasons.

Failure to adhere to the contents of this policy will lead to disciplinary/safeguarding procedures being followed.





# Scriven Park Preschool

## Mobile Phone Tablet & Camera Policy

**\*This policy will be monitored by the manager and evaluated through discussion with the whole staff team.**



### NON COLLECTION OF CHILDREN POLICY & PROCEDURES

We aim to ensure that all children are kept safe and protected at all time and will follow the procedures laid down in the Safeguarding Children Policy. We will ensure that each child is collected from preschool by their appropriate Parent / Carer or designated person, whom they have informed and signed a permission form for and if this does not happen we will follow these procedures:

If a child is not collected within ten minutes after the end of the session we will:

- Call the parents via home, mobile or work numbers taken from the child's registration form, where messages will be left if the parent does not answer.
- Call the emergency contact numbers to come and collect the child.
- Repeat the above procedures if there is no answer, every 10 minutes until contact has been made.
- Ensure that two members of staff stay with the child until they have been collected.
- Ensure that one of the remaining members of staff care for and reassure the child and not leave them alone.
- After 1 hour, if no successful contact has been made, the manager will contact the NYCC Safeguarding Children Board on the following telephone number. Details of the circumstances will be reported to them.
  - **0845 034 9410 (up to 1800 hours)**
  - **0845 034 9417 (out of hours)**
- Ensure that UNDER NO CIRCUMSTANCES THAT THE CHILD LEAVES THE PREMISES until they have been collected either by a parent, nominated person or a named member of Social Care, who can give confirmation of their identity.
- Ensure that if a member of Social Care collects the child, that they will sign and print their name and date to say they have collected the child and where they will be taking them.
- A financial penalty will be made to the parents for late collection at the discretion of the manager. **This is currently £5 every 10 minutes and is payable at the time you collect your child.**
- Keep a confidential written report of the incident within the concerns book kept in the office and a copy will be given to the parents/ carers of the child.
- During the whole process the child will be cared for, kept calm and reassured constantly.

**\*This policy will be monitored by the manager and evaluated through discussion with the whole staff team.**



### OUTING POLICY & PROCEDURES

We want to ensure that each child has the opportunity to experience the wider world around them, by providing trips and journeys within the local community outside of preschool and also wider afield. We will do this by:

- Ensure local trips have a consent form completed when starting preschool.
- Complete a risk assessment of the visit beforehand on every trip / visit.
- Ensure that every child participating has a parental consent form completed and returned before planned trips / visit commences.
- Ensure that every child has the opportunity to take part in the trip / visit with regard to equality of opportunity and financial means (see Equality and Diversity Policy and Special Educational Needs Policy)
- Encourage every means of support is made available to those families with children who would otherwise not be able to access these trips / visits.

The following procedures will be followed on every trip / visit:

- The manager will contact the place to be visited, if applicable, to book & discuss requirements, prices, etc.
- The manager will book transport, if applicable, confirming safety belts on each seat & insurance.
- The manager will inform the Chair Person of the date and place of the trip / visit.
- The manager will write a letter to Parents informing them of the visit – date, timings, place, clothing required, consent, extra helpers if needed.
- The manager will ensure all consent forms are returned before the visit with the required amount of helpers.
- The manager will check that all contact numbers are up to date & entered into the back of the register.
- The manager will contact Ofsted to inform them of the date that they will out of the registered premises and also leave a notice on the front door of where the session is being held.
- The manager and Deputy will ensure that the following items will be taken on the trip / visit:
  - Preschool Mobile phone ONLY
  - Register
  - Travel First Aid Kit
  - Accident & Emergency book
  - Latex Gloves
  - Change of clothes – pants, socks, trousers, plastic bags
  - Tissues
  - Wet Wipes
  - Nappies if applicable
  - Medication book and medication if applicable
- The medication will be carried by a staff member at all times.
- The outing will be discussed with the children beforehand & the importance of staying with their helper will be reinforced.
- Helpers will be informed of their duties, such as supervising the children in their care & that they cannot take any child, apart from their own to the toilet.
- The register will be taken before leaving playgroup and at regular times during the course of the trip / visit.
- Children will be paired up with an adult before leaving preschool.
- Staff will maintain a constant supervision of group, with a member of staff at the front & at the back of the group.
- Staff will take children to the toilet, ensuring enough staff supervision is left with the others.



- All accidents will be dealt with on the spot, minor accidents will be entered into the book & treated as per the Health and Safety Policy and Procedures.
- Any accident requiring medical attention will be dealt with as follows:
  - The child will be kept as calm as possible
  - An ambulance will be called
  - The children's parents will be contacted as soon as possible
  - The manager will accompany the child in the ambulance
  - The manager will stay with the child until their Parents arrive
  - The rest of the staff will continue to supervise the rest of the children & continue with the outing if possible, if not, transport will be called earlier if possible & the rest of the children will go back to the Playgroup, or wherever appropriate arrangements have been made for collection
  - If the outing has ended earlier, Parents will be contacted to collect their children.
  - A detailed report will be made
- The register will be taken before getting on the bus.
- On reaching preschool a head count will be made on getting off the bus & entering into Preschool.
- If Parents collecting children at the place of the outing, staff will ensure correct adults are collecting the appropriate child & the time entered into the register.
- The procedure for lost children (see Lost Children Policy) will be followed in the event of any child not being accounted for.

**\*This policy will be monitored by the manager and evaluated through discussion with the whole staff team.**



### **PARENTAL INVOLVEMENT POLICY**

Parents are the first educators of their young children. The aim of the group is to support parents in their essential role. We will:

- Involve parents in shared record keeping about their own child, both formally and informally, ensuring that parents have access to all written records on their own children. (see Confidentiality Policy) We provide you with a privacy notice that details how and why we process your personal information.
- Ensure that parents are given information on a regular basis (their child's progress can be viewed anytime via Tapestry) about their child's progress and have an opportunity to discuss it with staff.
- Ensure that all parents have opportunities to contribute from their own skills, knowledge and interests to the activities of the group.
- Ensure that all new parents are aware of and can contribute to the group's systems and policies.
- Encourage parents on an individual basis to play an active part in the management of the group. (see also Election Policy)
- Ensure that all parents are fully informed about meetings, conferences, workshops and training.
- Consult with families about the times of meetings to avoid excluding anyone.
- Hold meetings in venues which are accessible and appropriate for all.
- Welcome the contributions of parents, whatever form these may take.
- Make known to all parents the systems for registering queries, complaints or suggestions.
- Provide opportunities for parents to learn about the preschool curriculum and about young children's learning, in preschool and at home.

### **Rota Duty**

- We encourage all parents and carers to act as helpers at preschool sessions if possible by providing a rota system to sign up to.
- You may bring one other sibling along during your duty but we must stress that they are your sole responsibility and not if they are away from school due to illness.

We have a parent rota at preschool because we feel that it benefits the children by:

- Seeing members of their family within their setting shows children that their families think education is important and that they have a part to play in it.
- Increasing the adult : child ratio helps to provide individual attention to every child's needs and development.
- Encountering a wide range of adults, each with their own different skills and backgrounds.

It also benefits parents by:

- Seeing what happens during their child's time at preschool.
- Extending their child's learning and development from playgroup to home.
- Watching their own child playing and mixing with other children gives a new insight into children's needs and development.
- Allowing them to make their own decisions about the setting, staff and the curriculum offered within the group.
- Feeling valued.

Make the most of your time at preschool by:

- If you are not sure about what to do or where to go, don't be afraid to ask.
- Join the children at an activity but don't direct the play, just go with the flow.



- Sitting in the book corner to read to the children or tell a story.
- Supervising the Café, encouraging the children to wash their hands and find their names.
- Washing up when the Café has finished and wiping the tables.
- Not worrying if your child becomes very clingy, shy or extrovert as this is perfectly normal when children have to 'share' their parents.
- Not worrying about doing the 'wrong thing'. Take your cue from the children themselves or just ask the staff.
- If you are not comfortable in a certain situation, please say.
- Not taking any other children, apart from your own, to the toilet, due to Ofsted regulations on suitable persons.
- Not disclosing any personal information gained during their time at preschool, as this contravenes our Confidentiality Policy. (see Confidentiality Policy)

**\*This policy will be monitored by the manager and evaluated through discussion with the whole staff team**



### PRIVACY NOTICE

**We are informing you to ensure we comply with the law and your rights under the General Data Protection Regulation (GDPR) which applies from 25th May 2018.**

#### **General Data Protection Regulation (GDPR)**

The GDPR replaces the previous Data Protection Directives of 1998. It was approved by the EU Parliament in 2016. It states that personal data be processed fairly and lawfully and collected for specified, explicit and legitimate purpose and that individual's data is not processed without their knowledge.

GDPR covers personal data relating to individuals.

Scriven Park Preschool is committed to protecting the rights of individuals with respect to the processing of children's, parents, staff and visitors personal data.

#### **GDPR includes the following rights for individuals:**

- The right of access
- The right to be informed
- The right to erasure
- The right to rectification
- The right to data portability

**Scriven Park Preschool** holds personal information on children, their parents, carers and the staff.

Information is held to support children's learning and development and to monitor their progress.

This includes registers, all about me forms, accident forms, education and healthcare plans and all observations and learning journeys on Tapestry.

Other information held on parent/carers is for the purposes of acquiring funding from North Yorkshire County Council (NYCC), the Parental Agreement Form.

Staff information is held in order to ensure safe recruitment and retention, safe working practices, handling emergencies and continued professional development.

For more information please read the GDPR Policy.



### PROVIDER RECORDS POLICY

We keep records and documentation for the purpose of maintaining our charity run, not-for-profit preschool. These include:

- Records pertaining to our registration.
- Risk assessments.
- Employment records of our 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 General Data Protection Regulations (2018), further details are given in our Privacy Notice and the Human Rights Act (1998).

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

### Procedures

- All records are [the responsibility of our management team who/my responsibility and I] ensure they are kept securely.
- All our records are kept in an orderly way in files and filing is kept up-to-date.
- Our financial records are kept up-to-date for audit purposes.
- We maintain health and safety records; 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 our premises;
- change to our premises which may affect the space available to us or the quality of childcare we provide;
- change to [the name and address of our registered provider, or the provider's contact information/my name, address or contact information];
- change to the person managing our provision;
- significant event which is likely to affect our suitability to look after children; or
- Other event as detailed in the Statutory Framework for the Early Years Foundation Stage (DfE 2017).





### **SAFEGUARDING CHILDREN – POLICIES & PROCEDURES**

We believe that the welfare of every child in our care is paramount (Children Act 1989) and that all children have a right to be safe and to be treated with respect and dignity. We have a duty of care to keep all the children and staff within preschool safe and to protect them from harm and we will develop respectful, caring and professional relationships between staff and children.

#### **Underpinning Legalisations**

- **Every Child matters and Children's Act 2004**
- **Human Rights Act 1998**
- **UN Rights of Child (UK)1991**
- **Equality Act 2010**
- **Early Years Foundation Stage Statutory Guidance 2017**
- **Special Education Needs Code of Practice 2015**
- **'Working together to Safeguard Children' document DFE 2018**

We aim to create in our preschool an environment in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to. We will comply with the procedures approved by the Local Safeguarding Board and the North Yorkshire Local Education Authority's Child Protection guidance.

### **DEFINITIONS OF SAFEGUARDING**

#### **Emotional Abuse**

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and continuing adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve inappropriate age or developmental expectations being imposed on children. It could also be frequently causing a child to feel frightened or in danger which can lead to the exploitation or corruption of children.

#### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs and is likely to result in the serious impairment of a child's health or development. It may involve a parent or carer failing to provide adequate food, shelter, clothing or appropriate medical treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### **Physical Abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may be also caused when a parent or carer feigns the symptoms of or deliberately causes ill health to a child whom they are looking after.

#### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g., rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the



# Scriven Park Preschool

## Safeguarding Children – Policies & Procedures

production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

- Bullying, including online bullying and prejudice-based bullying
- Racist, disability and homophobic or transphobic abuse
- Gender-based violence/violence against women and girls
- Peer on peer abuse
- Radicalisation and/or extremist behaviour
- Child sexual exploitation and trafficking
- Child criminal exploitation and county lines
- The impact of technology on sexual behaviour, for example 'sexting' and accessing pornography
- Teenage relationship abuse
- Substance misuse
- Domestic abuse
- Female genital mutilation
- Forced marriage
- Fabricated or induced illness
- Poor parenting
- Homelessness
- So-called honour-based violence
- Issues that may be specific to a local area or population, for example gang activity and youth violence
- Other issues not listed here but that pose a risk to children, learners and vulnerable adults.

### **STAFFING AND COMMITTEE**

It will be made clear to applicants for posts within the preschool that the position is exempt from the provisions of the Rehabilitation of Offenders Act (ROA) 1974.

(See also Staffing and Employment Policy)

All applicants for work within the preschool, whether voluntary or paid, will be interviewed before an appointment is made and will be asked to provide references. All such references will be followed up. In the case of applicants with unexplained gaps in their employment history, or who have moved rapidly from one job to another, explanations will be sought.

All appointments, both paid and voluntary, will be subject to a probationary period, noted in their contracts and will not be confirmed until the relevant checks have come back as verified. (See also Staffing and Employment Policy)

All new staff are informed of the safeguarding children policy and procedures as part of the induction process.

All staff and committee will be required to undertake an enhanced Disclosure and Barring Service (DBS) check to ensure they are suitable to work with and be in contact with children. Numbers and dates of the disclosures will be kept with the Preschool's records.

Manager and the Chair Person will also be subject to a Suitable Person check from Ofsted.

All new staff and Committee will be made aware of these procedures and policy within their Induction.

All staff will be given the opportunity to discuss any problems or issues they may have during any incidents and referrals and will be given the appropriate support and guidance to help them deal with their feelings and emotions.



# Scriven Park Preschool

## Safeguarding Children – Policies & Procedures

Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any person to question their actions. This applies to wearing appropriate clothing and ensuring that any gifts given by children and parents are of insignificant value and are not done on a regular basis. Also any gifts or rewards given to the children are done equally to every child to ensure that preferential treatment isn't shown. (See Staffing and Employment Policy)

They should work and be seen to work in an open and visible way, to protect themselves against any allegations.

### TRAINING

We will seek out training opportunities for all adults involved in the group to ensure that they recognise the symptoms of possible abuse and encourage all staff to undertake the level 1 Basic Awareness in Child Protection.

There will be a designated member of staff who is the Safeguarding Children Designated Officer (DSL). This is Sue Atkinson and Deputy DSL is Kirstie Gibson and they will also be required to undertake the Level 2 Working Together to Safeguard Children Training.

The Safeguarding Children Designated Officer will ensure that training and knowledge is kept up to date and the committee will ensure that this policy is reviewed annually and updated regularly.

All staff have knowledge and understanding of child protection and safeguarding issues including signs and symptoms of abuse.

Staff update training on a regular basis through group network training, in house training and on line training.

### GOOD PRACTICE GUIDELINES

Adults will not be left alone with individual children or with small groups. In situations where this is not possible or reasonably practical (e.g. if a child has an accident and needs to be changed), staff will let other staff know where they are and what they are doing, keep doors ajar without compromising the child's dignity and only carry out tasks which the child is unable to carry out independently.

Adults who have not had an enhanced DBS check will not be left alone with the children, take children to the toilet or change them, unless the child is their own and no other children are present without supervision of a suitable member of staff.

Children will be encouraged to develop a sense of autonomy and independence through adult support in making choices and in finding names for their own feelings and acceptable ways to express them. This will enable children to have the self-confidence and the vocabulary to resist inappropriate approaches.

The layout of the preschool permits constant supervision of all children as much as possible.

The admission procedures for each child (see Admissions Policy) will ensure that each child is protected from harm.

See Non Collection of Children Policy for procedures to be followed when a child is not collected from Playgroup.

If a child is collected by a parent / carer who is under the influence of alcohol or drugs, the following procedures will be followed:

- If the Safeguarding Children Designated Officer considers that the child may be at risk of harm if they are handed over to the care of their parent or carer, they will contact another person with parental responsibility or the named emergency contact and if appropriate, depending on the circumstances, Social Care and / or the police.
- Under no account should one member of staff deal with the Parent / Carer on their own
- A report will be made of the incident and kept confidentially
- The Chair Person must be informed

### PROCEDURES TO BE FOLLOWED IN THE EVENT OF ANY CONCERNS ABOUT A CHILD



# Scriven Park Preschool

## Safeguarding Children – Policies & Procedures

The first concern will be the child. Children whose condition or behaviour has given cause for concern will be listened to, reassured and helped to understand that they themselves are valued and respected and have not been at fault.

### PARENTS

Parents will usually be contacted in the first instance and any concerns shared confidentially, following the confidentiality procedures stated below, unless the following is suspected:

- Where discussion would put a child at risk of significant harm
- Where discussion would impede a Police investigation or social work enquiry
- Where sexual abuse is suspected
- Where organised or multiple abuse is suspected
- Where the fabrication of an illness is suspected
- Where to contact parents/carers would place staff or others at risk
- Where it is not possible to contact parents/carers without causing undue delay in making a referral

### REPORTING CONCERNS

**It is not the responsibility of the staff or committee to investigate any allegations of abuse or to decide if it has taken place. However, the Preschool has a duty to act upon any concerns and refer to the appropriate agency.**

If there are concerns that a child is suffering or is likely to suffer significant harm then a referral should be made immediately. Urgent referrals should be made by telephone. A written referral is still required and should be completed and submitted within 48 hours.

Staff will contact the Safeguarding Children Designated Officer who will contact Children's Social Care through the Customer Relation Unit or the Emergency Duty Team. They should:

1. Clearly identify themselves, the name of the Playgroup and give details of where they can be contacted that day.
2. Give as much basic family information as possible, clearly stating the name of the child, the parents/carers and any other children known to be in the household, the dates of birth and addresses and any previous addresses known. (Taken from the child's registration form).
3. Give details of any special needs or communication needs of either the child or any family member.
4. State why they feel the child is suffering, or is likely to suffer, significant harm.
5. Share their knowledge and involvement of the child (or children) and family.
6. Share their knowledge of any other agency involved.
7. Indicate the child's, parent's/carer's knowledge of the referral and their expectations.
8. Ensure they record the call made and keep it with the confidential records, as mentioned above.
9. Contact the Chair Person next and explain the procedures undertaken and the name of the child.
10. Follow the referral up in writing.
11. The Chair Person will contact Ofsted and follow the call up in writing, ensuring that only the minimum information about the family is used.
12. All calls and letters will be recorded and copies kept.



### **BRITISH VALUES AND PREVENT DUTY**

The statutory Framework for the early Years Foundation Stage (2014) links with the expectations that the Early Years Practitioners will promote British Values and comply with Prevent Duty. This came into effect under the **Counter Terrorism and Security Act 2015**.

In order to achieve this we will:

- Undergo sufficient training to be able to recognise this vulnerability (radicalisation) and be aware of what action to take in response.
- Understand when to make referrals to the Channel Programme and where to get additional advice and support.
- Keep children safe and promote their welfare.

### **KEEPING RECORDS**

Whenever worrying changes are observed in a child's behaviour, physical condition or appearance, or disclosed by a child, a specific and confidential record will be set up, quite separate from the usual on-going records of children's progress and development. The record will include, in addition to the name, address and age of the child: timed and dated observations, describing objectively the child's behaviour/appearance, without comment or interpretation; where possible, the exact words spoken by the child; the dated name and signature of the recorder.

**The child will be listened to, not asked leading questions and will not be asked to repeat for other members of staff. The staff member who has been approached by the child will not promise confidentiality and will explain sensitively who else needs to be told about it.**

These records will be shared with the Safeguarding Children Designated Officer, as soon as possible, who will ensure that the correct procedures are undertaken on the sharing of these records with the appropriate agencies. All information will only be shared on a need to know basis.

If staff are concerned about a child and need further advice and guidance, they should inform the Safeguarding Children Designated Officer, who will contact the Children's Social Care Customer Relation Unit on the number below.

The call will be recorded and any advice followed, with actions and notes being recorded.

The Chair Person must be informed.

### **CONFIDENTIALITY**

All records will be kept confidentially in a locked filing cabinet. Any records relating to Safeguarding Children will be kept for at least 21 years, as per Ofsted requirements.

Any discussions about a child will be done confidentially with the parents / carers in the office, preferably after consultation with Social Care, to ensure the right guidelines are followed.

All discussions will be minuted, signed and dated by both parties, as a true record of the discussion.

### **PROCEDURES TO BE FOLLOWED IN THE EVENT OF AN ALLEGATION AGAINST A MEMBER OF STAFF**

- All allegations / concerns will be reported to the Chair Person (or if the allegation is made against the Chair Person, the Play leader)
- The Chair Person will only establish that an allegation has been made by recording the following details:
  - The general nature of the allegation
  - When & where the incident is alleged to have occurred





### **SELECTING PLAY EQUIPMENT & TOYS**

The toys and equipment in preschool provide opportunities for children, with support, to develop new skills and concepts in the course of their play and exploration. The equipment we provide:

- is appropriate for the ages and stages of the children who attend
- offers appropriate risk and challenge to children's learning and development within the Early Years Foundation Stage
- features positive images of people, both male and female, from a range of ethnic, cultural and social groups, with and without disabilities (see Equal Opportunities Policy)
- includes a range of raw materials which can be used in a variety of ways and encourages an open-ended approach to creativity and problem-solving
- will enable children, with adult support, to develop individual potential and move towards required early learning goals
- Conforms to all relevant safety regulations and is sound and well-made.
- will be regularly inspected for damage and become part of the risk assessment procedures, as per the Health and Safety Policy and Procedures
- will be cleaned and maintained regularly as per the Health and Safety Policy and Procedures

**\*This Policy will be monitored by the manager and evaluated through discussion with the whole staff team.**





### SETTLING IN & TRANSITION POLICY & PROCEDURES

We want children to feel safe and happy in the absence of their parents, to recognise other adults as a source of support, help and friendship and to be able to share with their parents afterwards, the new learning experiences enjoyed in the preschool. We also want parents to feel welcome and be involved from the beginning. Children cannot play or learn successfully if they are anxious and unhappy. Our settling procedures aim to help reassure parents and children.

In order to accomplish this, we aim to create a partnership with parents in the following ways:

- By creating opportunities for the exchange of information, using among other resources a copy of the preschool's welcome pack and a shared approach to the registration form.
- By ensuring plentiful opportunities for parents to inform the preschool about their children's current achievements and interests. (see EYFS Curriculum Policy)
- By encouraging children to bring in items for show and tell time, either their favourite toy or something that is related to the current topic to allow the children to feel connected with home during their time at preschool.
- Parents can visit the preschool with their children before the admission date. This is optional to each parent and parents do this by making an appointment so ensuring the manager or deputy are free to talk to new parents and children to show them round.
- By offering to arrange a home visit, if appropriate, in order to gain more insight into the child's background and needs and to allow the child and family to become familiar with preschool adults.
- By introducing flexible admissions procedures, if appropriate, to meet the needs of individual families and children. (see Admissions Policy)
- By each child having a Key Person allocated to them to be their special person as first point of contact. (see Key Person Policy)
- By making clear to families from the outset that they will be welcome and supported in the preschool for as long as it takes to settle their child there.
- By reassuring parents whose children seem to be taking a long time to settle into the preschool.
- By introducing a new starter 4 sessions before any other new starters come to give them a chance to settle in and one to one support with their key person if necessary.
- By encouraging parents, where appropriate, to separate from their children for brief periods at first, gradually building up to longer absences.
- By encouraging parents to talk to staff so we can work together to find the best way to settle their child.
- By asking new children to be picked up before the end of a session to enable staff to discuss their morning with their parents before the busy collecting period.
- By reassuring new parents that if their child is unduly distressed during their time at preschool, we will always contact them and let them know.

### Transitions

- Children are supported through their transition to another setting or to school with support from their Key Person.
- Arrangements for transition are discussed with parents and as much information as possible is shared with their new provider with parental consent. (see Children's Records Policy)
- We encourage parents to pass on their children's records of development and 'On Track' progress files to their next provider so that the child's progress is not interrupted or delayed.
- When a child starts school, we ask that parents sign a consent form for their 'On Track' progress file to be passed on to the Reception Teacher as a starting point for their baseline assessment for entry into school. If





# Scriven Park Preschool

## Settling In & Transition Policy & Procedures

a parent does not wish this to happen, we respect their wishes and the assessment records are given to the parent instead.

- Each child's new Teacher is invited to come to the setting to see the children playing in the setting in the term before they start school.
- For more information regarding the records transferred to other settings, see our Children's Records Policy

**\*This policy will be monitored by the manger and evaluated through discussion with the whole staff team.**



### SICK CHILD POLICY

At preschool we are committed to providing a healthy and safe environment for children and adults, where they can be assured that the proper procedures will be followed in the event of any person becoming unwell within the setting. With this in mind, the subsequent procedures must be adhered to:

- Parents must keep their children at home if they have any infection, and to inform the Preschool as to the nature of the infection. This will allow the Preschool to alert other parents as necessary and to make careful observations of any child who seems unwell.
- It is at the managers discretion as to if the child should come into Preschool if they are ill.
- General notices will be put on display for other parents but confidentiality will be maintained at all times. (see Confidentiality Policy)
- Parents must not bring into the preschool any child who has been vomiting or had diarrhea until **at least 48 hours** has elapsed since the last attack.
- If a child becomes ill whilst at preschool, parents will be contacted and asked to collect their child as soon as possible.
- Parents will be asked to keep children at home if they have any infection or contagious illness. **This includes colds/coughs, persistent runny noses, especially if mucus is green and coughing spread germs and puts other children and staff at risk. Please be considerate of others in this regard.**
- If parents cannot be contacted, messages will be left and the child's emergency contact will be notified. (See also Non – Collection of Children Policy).
- The child will be made as comfortable as possible and kept warm and quiet, while awaiting collection.
- If possible that the child's key person will stay with them and observe them regularly. (see Key Person Policy)
- If the children of preschool staff are unwell, the children will not accompany their parents/carers to work in the playgroup.
- See also Health and Safety Policy and Procedures for hygiene and infection controls.
- See also Medication Policy
- Ofsted and the Local Environmental Health Officer will be informed of any food poisoning outbreak affecting 2 or more children
- The Local Environmental Health Officer will be notified if there are 2 or more cases of a notifiable disease affecting children or adults at the setting. Diseases notifiable under the Public Health Regulations (Infectious Diseases) Regulations 1988:
  - Acute encephalitis
  - Polio
  - Anthrax
  - Cholera
  - Diphtheria
  - Dysentery
  - Food Poisoning
  - Leprosy
  - Leptospirosis
  - Malaria
  - Measles
  - Meningitis:
    - meningococcal



- pneumococcal
- haemophilus influenzae
- viral
- Meningococcal Septicemia (without meningitis)
- Mumps
- Ophthalmia neonatorum
- Paratyphoid fever
- Plague
- Rabies
- Relapsing fever
- Rubella
- Scarlet fever
- Smallpox
- Tetanus
- Tuberculosis
- Typhoid fever
- Typhus fever
- Viral hemorrhagic fever
- Viral hepatitis:
  - Hepatitis A
  - Hepatitis B
  - Hepatitis C
- Whooping Cough
- Yellow fever

### Information sources

- A list of common infectious diseases and isolation periods is on display at the preschool.
- Parents will have the opportunity to discuss health issues with preschool staff and will have access to information available to the preschool.
- The preschool will maintain links with health visitors and gather health information and advice from the local health authority information services and/or other health agencies.

**\*This policy will be monitored by the manager and evaluated through discussion with the whole staff team.**



### **SOCIAL NETWORKING POLICY**

This policy sets guidelines that employees should follow for all on-line communications which refers to Scriven Park Preschool.

This policy includes (but is not limited to) the following:

- Twitter
- Facebook
- My Space
- MSN
- Personal Blogs
- Personal Web sites

Social networking sites allow for more personal information to be accessed by the public than ever before. With this in mind, because of the very nature of our business, we have a strict policy regarding its employees and the use of these social networking sites.

Whilst we cannot forbid employees from using social networking sites, we need to impose certain restrictions as to their profile content in relation to Scriven Park Preschool and the passing of certain work related information and must comply with the law in regard to copyright and General Data Protection Regulations (GDPR).

**N.B. Preschool is not responsible for any online pages and groups created by parents or the information shared on/within them. (See Confidentiality Policy)**

### **Keeping Safe**

#### Procedures

- Preschool holds the employee individually responsible for reading, knowing and complying with any social networking terms and documents of the sites they use.
- Employees of Scriven Park Preschool must not list the name of Scriven Park Preschool on any social networking site.
- Employees must not identify themselves as an employee of Scriven Park Preschool. A social networker becomes, to an extent, a representative of their workplace and everything they post has the potential to reflect on the group and its image.
- Employees should not identify themselves as working with children as this can lead to being a specific target of members of the web in order to gain access to children for paedophile purposes.
- Information regarding to Scriven Park Preschool is not to be discussed or referred to on any such sites, even in private messaging with restricted access between site members.
- There must not be any disclosures of any personal information with regard to other members of preschool staff, children using preschool, parents, and/or carers.
- Employees must not log into social networking sites during working hours, including designated lunch breaks. On-line times and time posts can be seen by other users and may assume that preschool allows access within the setting compromising the safety of children in our care.
- Employees must not refer to children or their parents in any way. This includes coded reference of people or incidents surrounding them. These can easily be worked out or misinterpreted with disastrous results. Preschool's relationship with parents is considered an important and valuable asset that can be irrevocably damaged through a thoughtless comment.



### **Friendships/Tagging**

It is advised that employees do not have as or request parents of children currently attending the group or their known family members to be network friends. In this social setting is easy to cross the line by inadvertently discussing the child even with the parent's permission. All preschool staff must comply with GDPR in and out of work time.

It is advised that staff equally do not accept friendship requests from parents or their family members. Remember that it is other people too that can see posts.

### **Photographs**

Preschool employees must never share or post photographs that show any child from the preschool in any form, even with parental consent. This is strictly not allowed even if the picture format has no connection to the setting.

### **Statements**

Defamatory statements can lead to lawsuits against the author of the statement and can at the very least bring bad publicity for the preschool.

### **Disciplinary action**

If this policy has been agreed and signed, and not adhered to, disciplinary procedures will be followed.

**\*This policy will be monitored by the manager and evaluated through discussions with the whole staff team.**



### STAFFING & EMPLOYMENT / SAFER RECRUITMENT POLICY

At Scriven Park Preschool we pride ourselves in having a highly qualified and motivated staff team who work together to promote the values and principles of the preschool and encourage the children to develop and learn within a nurturing and safe environment. The suitability of all prospective employees or volunteers will be assessed during the recruitment process in line with this commitment.

To ensure this at all times we aim to do the following:

In our preschool:

- We have no more than twenty children per session.
- We have at least one member of staff to each eight children, and more if there are younger children present, to ensure we meet the relevant adult: child ratios set. There are always at least three adults present each session.
- Our key person system ensures each child and family has a particular staff member who takes a special interest in them. (see Key Person Policy)
- All staff complaints will be followed up as per the Complaints Policy.
- All staff have their own named file, which is kept confidential and in the locked filing cabinet in the office.
- The manager and Chair Person are registered as suitable persons as identified by Ofsted regulations.
- All staff and committee have had a DBS (Disclosure & Barring) check as per Ofsted regulations. (see also Safeguarding Children Policy)
- Staff are encouraged to wear preschool sweatshirts or t-shirts wherever possible and appropriate clothing should be worn at all times. (See Safeguarding Children Policy). An abundance of jewelry is also not advised due to Health and Safety reasons (See Health and Safety Policy)

### SAFER RECRUITMENT

Scriven Park Preschool's aim is to recruit staff who are appropriately qualified, dedicated and suitable to work with children, thus enforcing our safeguarding policy. It is our policy to take up references for all employees, and to request enhanced DBS checks for all staff, committee members and regular volunteers, in order to ensure to the best of our ability the safety of the children who attend the setting.

- We work towards an equal opportunities employment policy, seeking to offer job opportunities equally to both women and men, with and without disabilities, from all religious, social, ethnic and cultural groups. (see Equality and Diversity Policy)
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation.
- All vacancies will be advertised in a variety of ways: either through the Families Information Service website; in the Local Authority Training and Workforce Bulletin; in preschool newsletters; through Meadowside School; on our website; in the local paper.
- All posts have up to date job descriptions
- All candidates for the post will be short-listed according to the criteria stated.
- All eligible candidates will be offered an interview which will consist of a panel of a minimum of 2 people, which must be the Chair Person and manager and 1 other member of the Committee.
- All posts will be subject to appropriate references being followed up; original qualification certificates being seen; a health check being completed; full employment history being noted and a DBS check being undertaken.
- Existing staff and committee members will be considered for the post advertised if they meet the criteria advertised but will not be given preference over other candidates.



- Internal promotion will also be considered.
- It will be made clear to applicants for posts within the playgroup that the position is exempt from the provisions of the Rehabilitation of Offenders Act (ROA) 1974. (see also Safeguarding Policy)
- All staff are entitled to a written contract within 8 weeks of beginning employment.
- This policy will form part of their terms and conditions.
- All successful applicants undergo a six month probationary period. If staff leave at least a month's notice is required or as per individual contracts.

### **INDUCTION PROCESS**

- The play leader will ensure that all new members of staff undertake an induction.
- This will cover all health and safety procedures; policies; plans for the setting; all emergency procedures; introduction to the routines of the setting; be introduced to all staff and committee; their roles and responsibilities; all issues regarding pay and holiday entitlement; contract and job description.
- Regular supervision meetings will be undertaken by the manager.
- All new staff members will be allocated a mentor to support them through the induction process.

### **STAFF APPRAISALS AND SUPERVISION MEETINGS**

- All staff members will undergo an annual appraisal. It will ensure that staff have the opportunity to discuss their job description, review last year's targets and set new targets for the coming year. It will also enable staff to discuss any issues they have and for their line manager to discuss their progress.
- The manager will appraise all other staff members and the Chair person will appraise the manager.
- A record of the appraisal will be kept in each staff members file and a copy will be kept by the Chair person.
- Supervision meetings will be held each term to ensure any issues are raised and discussed on an individual basis.

### **STAFF MEETINGS**

- These will be held every half term.
- All staff members are expected to attend and are paid accordingly.
- Minutes of the meetings will be taken and a copy is to be sent to the Chair person.
- Regular staff meetings provide opportunities for staff to discuss the children's progress and any areas of concern they may need support with and their achievements.
- Any issues arising from the staff meetings will be discussed and actioned at the next committee meeting.

### **TRAINING**

- Every staff member is encouraged to undergo training and these will be discussed at appraisals.
- Staff training meets all regulatory requirements. In addition we aim to ensure that the manager and Deputy hold at least a level three qualification and at least half of the rest of the staff are qualified to level two in accordance with Ofsted regulations.
- We will also follow guidance set out by the Children's Workforce Development Council.
- All staff must undergo regular First Aid Training and Child Protection Training, which is to be re-taken every three years.



- The Special Educational Needs Coordinator will also undergo relevant training to support their role.
- All staff will be paid to undergo training.
- Regular in-service training is available to all staff, both paid and volunteer members, through the Local Authority Early Years Partnership.
- Unless identified as required by the Local Authority, the maximum number of staff to attend the same course is 2. All information is to be cascaded back to the rest of the staff.

### **PAY AND HOLIDAY ENTITLEMENT**

- Staff are paid on the 28th of each month according to the hours they work
- All members of staff are paid on or over the minimum wage
- Wage rises are considered annually by the Committee according to the funds available.
- Each level of post is paid according to the level of responsibility and length of service.
- Paid holiday entitlement will be in accordance with the regulations established in the Working Time Directive 1998 and updated as necessary.
- Sickness, maternity, parental and dependents leave is all offered as statutory entitlement only.

### **REDUNDANCY**

- Redundancy will be paid to an employee with a minimum of two years continuous service as per individual contracts.

### **NOTICE OF TERMINATION**

- The minimum amount of notice required by both employee who has served less than 2 years and employer unless the following disciplinary procedures apply is 4 weeks. Otherwise the following applies:
  - When employee employed at least 12 years - **12 WEEKS NOTICE (MAXIMUM)**.
  - When employee employed more than two years but less than 12 years – one week for each completed year of service (**WITH A MINIMUM NOTICE PERIOD OF 4 WEEKS**).
- All staff will be required to complete an exit questionnaire.

### **DISCIPLINARY PROCEDURES**

#### **Minor disagreements**

Minor disagreements among pre-school staff, or between staff and committee, can usually be resolved at the regular staff meeting or informally by discussion.

#### **Disciplinary procedure**

A more serious situation arises when a dispute cannot be resolved, or when the committee is dissatisfied with the conduct or activities of an employee.

Any disciplinary matter will normally be dealt with using the following procedure.

At every stage the employee should be given reasonable notice (five days) that a disciplinary hearing is due to take place to give him/her the opportunity to prepare his/her case, and s/he should be offered the opportunity to be accompanied by a colleague or union representative if s/he wishes. The disciplinary panel in a committee-run group should consist of the pre-school chair and two nominated committee colleagues, who should ensure that confidentiality is maintained within the panel.





### Procedure

Whilst these 3 steps apply to dismissal and action at the start of dismissal, it is good practice to follow these steps when dealing with all disciplinary issues. The procedure will consist of the following three steps.

#### Step 1 – details of grounds for action and invitation to meeting

- The committee/owner must prepare a statement of the employee's alleged conduct or characteristics, or other circumstances, which have led to the contemplation of dismissing or taking disciplinary action against the employee.
- The statement and date of the disciplinary meeting must be sent to the employee prior to the meeting.
- The employee should be provided with a reasonable amount of time to consider their response to the statement.

#### Step 2 – the disciplinary meeting

- A disciplinary meeting must take place before action is taken, (except where the disciplinary action in question consists of suspension). At the meeting, the committee should ensure that the circumstances of the complaint against the employee are discussed.
- The committee must write to the employee to explain the conduct or capability which may result in dismissal or other disciplinary action.
- The outcome of the disciplinary meeting must be confirmed in writing, to include the employee right of appeal against the decision.

#### Step 3 – appeal

- At each stage of the disciplinary procedure the employee must be told s/he has the right to appeal against any disciplinary action, and that the appeal must be made in writing to the chairperson within five days of a disciplinary interview.
- The employee will have the opportunity to appeal against any penalty issued at the disciplinary meeting. If the employee wishes to appeal then s/he should submit their appeal in writing within a set time period (5 days), of receiving the letter confirming the outcome of the disciplinary meeting, giving full details of their grounds of appeal.

### Modified statutory procedure

In very exceptional circumstance it may be necessary to dismiss an employee without holding a disciplinary meeting i.e. where instant dismissal is justified and necessary. Such cases will be rare (because even in most cases of gross misconduct, investigation is usually justified coupled with suspension) and will normally only apply to cases of gross misconduct, where the conduct or breach of duty brings the organisation into disrepute.

In such circumstances the following procedure will apply:

#### Step 1: statement of grounds for action

- The committee must set out in writing the employee's alleged misconduct which has led to the dismissal, what the basis was for thinking at the time of the dismissal that the employee was guilty of the alleged misconduct, and the employee's right to appeal against dismissal within a limited time period (five days). This statement or a copy of it should be sent to the employee.

#### Step 2: appeal

- If the employee does wish to appeal, s/he must inform the pre-school in writing.
- If the employee informs the pre-school of his wish to appeal, the committee must invite her/him to attend a meeting. The employee must take all reasonable steps to attend the meeting. After the appeal meeting, the committee must inform the employee of their final decision.



### Disciplinary penalties

The pre-school committee can issue a range of penalties depending on the circumstances of the case. However, an employee should not be dismissed for a first offence unless it constitutes gross misconduct.

#### 1. First formal warning

- The employee will be interviewed by the disciplinary panel who will explain the complaint.
- The employee will be given full opportunity to state his/her case.
- After careful consideration by the disciplinary panel, and if the warning is considered to be appropriate, the employee needs to be told:
  - the nature of their failings;
  - what action should be taken to correct the conduct or performance;
  - that s/he will be given reasonable time to rectify matters;
  - what training needs and / or support have been identified, with timescales for implementation;
  - what mitigating circumstances have been taken into account in reaching the decision;
  - that if s/he fails to improve then further action will be taken;
  - that a record of the warning will be kept; and
  - That s/he has a right to appeal against the decision.

#### 2. Formal written warning

If the employee fails to correct his/her conduct and further action is necessary, or if the original offence is considered too serious to warrant an initial oral warning.

- The employee will be interviewed by the disciplinary panel who will explain the complaint and given the opportunity to state his/her case. (Reasonable time must be allowed for the employee to prepare his/her case).
- If a further formal warning is considered to be appropriate, this will be explained to the employee and a letter confirming this decision will be sent to the employee.
- The letter will:
  - contain a clear reprimand and the reasons for it;
  - explain what corrective action is required and what reasonable time is given for improvement;
  - state what training needs and / or support have been
  - make clear what mitigating circumstances have been taken into account in reaching the decision;
  - warn that failure to improve will result in further disciplinary action which could result in a final written warning and, if unheeded, ultimately to dismissal with appropriate notice; and
  - Explain that s/he has a right to appeal against the decision.

#### 3. Final written warning

If the employee fails to correct his/her conduct and further action is necessary, or if the original offence is considered too serious to warrant any initial warnings.

- The employee will be interviewed and given the opportunity to state his/her case. (Reasonable time must be allowed for the employee to prepare his/her case).
- If a final warning is considered to be appropriate, this will be explained to the employee and a letter confirming this decision will be sent to the employee.
- The letter will:
  - contain a clear reprimand and the reasons for it;
  - explain what corrective action is required and what reasonable time is given for improvement;
  - state what training needs and or support have been identified, with timescales for implementation;
  - make clear what mitigating circumstances have been taken into account in reaching the decision;
  - warn that failure to improve will result in further disciplinary action which could result in dismissal; and
  - Explain that s/he has a right to appeal against the decision.



#### 4. Dismissal

If the employee still fails to correct his/her conduct, then:

- the employee will be interviewed as before; and
- If the decision is to dismiss, the employee will be given notice of dismissal, stating the reasons for dismissal and giving details of the right to appeal. If the progress is satisfactory within the time given to rectify matters, the record of warnings will be removed from the employee personal file.

#### Suspension

If the circumstances appear to potentially warrant dismissal or the circumstances of the case are considered to constitute gross misconduct, an employee may be suspended with pay while investigations are being made. These should consist of obtaining written statements from all witnesses to the disciplinary incident, and from the employee who is being disciplined. Obviously these investigations should be carried out within as short a time as possible.

#### Hearing appeals

The appeal hearing should be heard, if possible within 10 days of receipt of the appeal. In a community group, two or three committee members - not, if possible, those involved in the initial disciplinary procedures - will serve as an appeals committee. If this is not possible, the appeal group may consist of the same people as the original panel, and they must make every effort to hear the appeal as impartially as possible. The employee may take a work colleague or trade union official to speak for her/him.

- The employee will explain why s/he is dissatisfied and may be asked questions.
- The chair person will be asked to put his/her point of view and may be asked a question.
- Witnesses may be heard and may be questioned by the appeals committee and by the employee and the chair person.
- The committee will consider the matter and make known its decision.

A written record of the meeting will be kept.

#### Time scales

Each step and action under the disciplinary procedure must be taken without unreasonable delay. Consideration should be given to timings and locations of meetings to ensure that the employee and their representative are able to attend. For cases that result in dismissal two reasonable attempts by the pre-school to arrange a meeting will normally be sufficient if they prove abortive because of the employee's non-attendance. If an employee is not able to attend the first disciplinary meeting arranged then s/he will be required to provide an alternative date to take place within

5 days of the original date given by the pre-school.

#### GRIEVANCE PROCEDURES

If an employee is dissatisfied s/he must have the opportunity for prompt discussion with her/his immediate supervisor. For the supervisor of a pre-school this would normally be the committee chair. For other pre-school staff it would be the pre-school leader. If the grievance persists, a management panel should be set up for the purpose of further discussion, at which the employee may, if s/he wishes, be accompanied by a work colleague or trade union representative.

The aim of the above procedure is to settle the grievance fairly and as near as possible to the point of origin. It is intended to be simple and rapid in operation. There must be a right of appeal, to the full pre-school committee. At this level also, the employee's work colleague or trade union official may be present.

Employees are entitled to be accompanied at all stages of the grievance procedure.



### Standard statutory minimum procedure

The pre-school committee must ensure that the following statutory minimum procedure is always followed when grievances have been raised by employees. The procedure consists of the following three steps.

#### Step 1: statement of grievance

The employee must set out the grievance in writing, and the basis for it, and send the statement or a copy of it to the pre-school.

#### Step 2: meeting

- The pre-school must invite the employee to attend a meeting to discuss the grievance.
- The meeting must not take place unless the employee has informed the pre-school what the basis for the grievance is when s/he made the statement under step 1, and the pre-school has had a reasonable opportunity to consider her/his response to that information.
- The employee must take all reasonable steps to attend the meeting.
- After the meeting, the pre-school must inform the employee of its decision as to its response to the grievance in writing and notify her/him of the right to appeal against the decision if s/he is not satisfied with it. The employee should be notified of the decision within 5 days of the meeting. Any appeal must be submitted within 5 days of the date of the decision letter.

#### Step 3: appeal

- If the employee does wish to appeal, s/he must inform the pre-school in writing. If the employee informs the pre-school of her/his wish to appeal, the pre-school must invite her/him to attend a further meeting.
- The employee must take all reasonable steps to attend the meeting. After the appeal meeting, the pre-school must inform the employee of its final decision.

### Hearing the appeal

- The appeal hearing should be heard, if possible within 15 days of receipt of the appeal. In a community group, two or three committee members - not, if possible, those involved in the initial grievance meeting - will serve as an appeals committee.
- If this is not possible, the appeal group may consist of the same people as the previous panel, and they must make every effort to hear the appeal as impartially as possible.
- A written record of the meeting will be kept.

### Modified statutory procedure

A modified procedure will apply in the following cases:

- the (former) employee is no longer employed by the pre-school;
- the standard grievance procedure had not commenced or, if it had been commenced, had not been completed before the last day of the employee's employment; and
- The parties have agreed in writing, after the pre-school became aware of the grievance that the modified GP should apply in relation to that grievance.

In such circumstances the following procedure will apply:

#### Step1 – statement of grievance

- The employee must set out in writing the grievance and the basis for it, and send a copy of it to the pre-school. If the employee wishes for the modified procedure to be followed after the employment has ended, then s/he must include this in their statement at step 1 of the process. The pre-school can decide whether to



accede to the employee's request to have the employer respond in writing or to insist that a meeting takes place in line with the standard grievance procedure.

### Step 2 – response

- The pre-school must set out in writing his response in writing and send the statement or a copy of it to the former employee.

### Time scales

Each step and action under the grievance procedure must be taken without unreasonable delay. Early meetings to resolve grievances will help to facilitate resolution of issues. Consideration should be given to timings and locations of meetings to ensure that the employee and their representative are able to attend. Two reasonable attempts by the pre-school to arrange a meeting will normally be sufficient if they prove abortive because of the employee's non-attendance. If an employee is not able to attend the first grievance meeting arranged then s/he will be required to provide an alternative date to take place within 5 days of the original date given by the pre-school. Failure to do so will normally result in the grievance processes being aborted.

**\*This policy will be monitored by the manager and evaluated through discussion with the whole staff team.**



### STUDENT PLACEMENT & VOLUNTEER POLICY

We recognise that the quality and variety of work which goes on in a playgroup makes it an ideal place for students on placement from Early Years training and qualifications and also students on work experience.

In co-operation with educational providers, we welcome students into the preschool on the following conditions:

- The needs of the children are paramount. Students will not be admitted in numbers, which hinder the essential work of the preschool.
- Any information gained by the students about the children, families or other adults in the preschool must remain confidential. (see Confidentiality Policy)
- Students will not have unrestricted access to children.
- Students will not be left alone with children.
- Students on long term placements will be required to have an enhanced DBS check, to complete a registration form and have a short interview with the Chair Person or manager, to assess suitability for the placement.
- Students under 17 years of age will not be counted in the ratios of adults: children.
- If the student is aged 17 years or over and is deemed suitable and competent enough to be included, then they can be counted within ratios.
- Every student will complete a registration form which will be kept confidentially in the locked filing cabinet in the office. They will also be asked if they have any specific needs that the preschool needs to be aware of.
- Every student will complete an induction when they start. (see Staffing and Employment Policy)
- Each student will have a risk assessment completed to make sure their needs are met at preschool. (see Health and Safety Policy and Procedures)
- Students from schools coming in on work experience will be provided with purposeful work to do during their placement and under the supervision of the manager and Deputy Manager.
- If a student is deemed as unsuitable during their placement by the manager, their college or university tutor will be contacted and they will be asked to leave by the play leader after discussion with the Committee. This will be followed up in writing by the Committee to the student and the training establishment.



### WHISTLEBLOWING POLICY

It is our aim to promote and encourage good staff communication so that questions of bad practice are dealt with satisfactorily before the need for whistle blowing.

Staff should feel that they can raise questions about any area of concern during regular supervision or at staff meetings so that practices can be changed before they cause harm or concern.

The responsibility for whistle blowing rests with any member of staff who is aware or who has concerns regarding unacceptable practice even though 'blowing the whistle may cause ill feeling or create difficult situations. Any issues concerning areas must be dealt with in the early stages, hopefully preventing any escalation. Staff who ignore the early warnings may find themselves implicated, it is therefore our aim to try our hardest to rectify any problems within the preschool before they increase.

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

If the employee or volunteer feels the matter cannot be discussed with the manager, they should then contact the Chairperson or Ofsted who will advise them on which steps to follow.

It would not be intended to use this policy where other appropriate procedures are available, for example:

- Complaints procedure
- Safeguarding policy
- Grievance procedure

**\*This policy will be monitored by the manager and evaluated through discussion with the whole staff team.**





### **WORKING IN PARTNERSHIP WITH OTHER AGENCIES**

We work in partnership with local and national agencies to promote the well-being of all children. We will never share your data with any organisation to use for their own purposes.

#### **Procedures**

- We work in partnership, or in tandem, with local and national agencies to promote the well-being of children.
- We have procedures in place for the sharing of information about children and families with other agencies. These are set out in our Privacy Notice, Information Sharing Policy, Safeguarding Children and Child Protection Policy and the Supporting Children with Special Educational Needs Policy.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in our setting and respect their professional roles.
- We follow the protocols for working with agencies, for example on child protection.
- We ensure that staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child (or children) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary, we consult with and signpost to local and national agencies who offer a wealth of advice and information that help us to develop our understanding of the issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.