

EAST HANNINGFIELD PRE-SCHOOL POLICIES

(1) Policies and Introduction.....	2
(2) Management and Administration	7
(3) Non Payment of Fees policy	9
(4) Admissions	10
(5) Employment and staffing	11
(6) Emergency Procedure Policy re Closure of Pre-School	13
(7) Influenza, Swine flu or Pandemic Policy	17
(8) The role of the key person and settling-in	21
(9) Arrival and Departure Policy - for Parents, Children and Staff.....	24
(10) Safeguarding children and child protection	25
(11) Looked after children	33
(12) Promoting positive behaviour.....	35
(13) Confidentiality and client access to records and internet sites/Data Officer.....	40
(14) Information sharing.....	44
(15) Provider records	48
(16) Children's records.....	49
(17) Making a complaint.....	51
(18) Parental involvement	54
(19) Selecting Play Equipment and Toys Policy	56
(20) Health and safety general standards.....	57
(21) Nappy changing and soiled clothing.....	61
(22) No-smoking Policy	62
(23) Managing children with allergies, who are sick or infectious, and personal hygiene.....	63
(24) Food hygiene.....	66
(25) Food and drink.....	68
(26) First aid.....	70
(27) Administering medicines	72
(28) Maintaining children's safety and security on premises and Intruder Policy/Terrorist Policy	75
(29) Animals in the Pre-School.....	78
(30) Supervision of children on outings and visits.....	79
(31) Fire safety and emergency evacuation	81
(32) Missing child	83
(33) Uncollected child.....	85
(34) Supporting children with special educational needs	87
(35) Student placements	89
(36) Working in partnership with local Primary School and other agencies.....	91
(37) Valuing diversity and promoting inclusion and equality	93
(38) Children's rights and entitlements	97
(39) Recording and reporting of accidents and incidents.....	99
(40) Risk assessment.....	101
(41) Induction of staff, volunteers and managers.....	102
(42) Staffing	103
(43) Transfer of records to school	104
(44) Whistleblowing.....	106
(45) British values and Prevent Policy.....	107
(46) Online safety (including mobile phones and cameras)	109
(47) Staff personal safety including home visits.....	112
(48) Outdoors Policy	114

(1) Policies and Introduction

Our Pre-School aims

Our aim at East Hanningfield Pre-School is: To have a happy and secure environment for both children and parents and to establish a good working relationship with parents through a key person scheme.

- To work in partnership with parents and the local community and we welcome suggestions for improvement of the Pre-School at any time.
- To provide a broad and balanced curriculum to enable children to develop socially, intellectually, physically and morally using the EYFS as our guidelines.
- To encourage children to become active and independent learners through play.

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our Pre-School uses the practice guidance Early Years Foundation Stage to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities, children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

We offer

- Education, play and care for children below school age and above the age of 2 years.
- A tailored curriculum in conjunction with the EYFS and links to the local school.
- Individual care and attention through a key person system made possible by a high ratio of adults to children.
- Fun and friendship with children and adults.
- Opportunities for parents to be directly involved in the activities of the Pre-School and in your child's progress.

The Pre-School is open at the following times:

Monday to Friday

Monday to Friday 9 am -3 pm*(lunch club and afternoon session for children 2½ years),

In addition, the Pre-School has a lunch club on Monday, Tuesday, Wednesday, Thursday, Friday 12.00 pm to 1.00 pm, for children over 2½ years old, for children under 2½ years old, this would be reviewed on an individual basis when the children have been attending for at least three months.

Our Pre-School is registered with the local Early Years Development and Childcare Partnership and contributes to the Partnerships overall planning to provide education and care throughout the Early Years Foundation Stage.

We are Ofsted inspected and a member of the Early Years Alliance.

Our Policies and procedures help us to provide good quality provision. They do this by making clear to staff and parents/carers what sort of Pre-School we want to be and what has to be done to make this happen. Section 3.71 in the Statutory Framework of the Early Years Foundation Stage requires us to have written policies and procedures.

We ensure all staff are given copies of policies at their induction. We hold a file copy for parents to view at the Pre-School, and parents can request a disk to review policy at home.

The Pre-School follows the Safeguarding and Welfare Requirements within the Statutory Framework of the Early Years Foundation Stage.

Early Years Foundation Stage

We cover the Early Years Foundation Stage (EYFS); this sets a framework for learning, development and care in all registered early years settings and schools for children aged from birth to five. This gives each child the best possible start in life and the chance to achieve the five Every Child Matters outcomes:

- Be healthy
- Stay safe

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- Enjoying and achieve
- Make a positive contribution
- Achieve economic well-being

The EYFS is effectively a partnership of the Pre-School and the parents and carers in promoting children's learning, where children's spiritual, moral, social and cultural development is fostered.

The EYFS consists of four themes and principles, each of which is underpinned by a set of commitments to provide an environment where children feel included, safe and valued their individual learning is developed and extended through a wide range of positive experiences and play.

The EYFS also provides the basis for the inspection and regulation regime which registered early years' settings must operate within. The four themes and principles are as follows

- Theme: - A Unique Child Principle: - Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- Theme: - Positive Relationships Principle: - Children learn to be strong and independent from a base of loving and secure relationship with parents and/or a key person.
- Theme: - Enabling Environments Principle: - The environment plays a key role in supporting and extending children's development and learning in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- Theme: - Learning and Development Principle: - Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

The framework covers the education and care of all children including children with special educational needs and disabilities they foster the characteristics of effective early learning:-

- Play and Exploring
- Active Learning
- Creating and thinking critically

Children's progress and learning is recorded by using the Development Matters Statements which each individual child has, it is a report that sets out all the different skills and stages of development and each area of learning that is important and linked to the other: more information can be obtained by reading the EYFS pack, please ask a session supervisor if you wish to borrow a copy or more information can be found on the web site on www.foundationyears.org.uk

How we provide for development and learning

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

The Areas of Development and Learning comprise:

Prime Areas

- personal, social and emotional development;
- physical development;
- communication and language;

Specific Areas

- literacy
- mathematics
- understanding the world
- expressive arts and design

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

The 'Development Matters' guidance sets out the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning.

Personal, social and emotional development

EAST HANNINGFIELD PRE-SCHOOL POLICIES

Our programme supports children to develop:

- making relationships
- self-confidence and self-awareness
- managing feelings and behaviour

Physical development

Our programme supports children to develop:

- moving and handling
- health and self-care

Communication and language

Our programme supports children to develop:

- listening and attention
- understanding
- speaking

Literacy

Our programme supports children to develop:

- reading
- writing

Mathematics

Our programme supports children to develop:

- *numbers*
- *shape space and measure*

Understanding the world

Our programme supports children to develop:

- people and communities
- the world
- technology

Expressive arts and design

Our programme supports children to develop:

- exploring and using media and materials
- being imaginative

Children's starting points on entry

We request that our new parents complete starting points, the first document is for schemas as this helps us with the child's learning style. The second document is for the child's development, we use information which is adapted from Early Years Foundation Stage Development Matters Statement. This covers the child's development from birth to 26 months and this gives the key person valuable information that only the parents/carers can supply on entry.

Children views

We ask parents to complete this document with the child, detailing the toys and activities that they like to play with.

New children baseline assessment

The key person will complete a baseline assessment within the first 4 to 6 weeks of starting from information that has been given from parents/carers and observations from staff and key person.

The progress check at age two

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

Records of achievement

The setting keeps a record of achievement for each child. Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. Your child's record of achievement helps us to celebrate together with her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

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

Working together for your children

In our setting, we maintain the ratio of adults to children in the setting that is set through the Safeguarding and Welfare Requirements. We also have volunteer parent helpers where possible to complement these ratios. This helps us to:

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

Policies and procedures are essential to help you provide good quality provision that is compliant with the Statutory Framework for the Early Years Foundation Stage (EYFS). They do this by making clear to staff and parents what sort of setting you are and what actions you take to make sure that this happens. The EYFS requires providers to have written policies and procedures and to ensure that staff are given training at induction about them and that they are accessible and explained to parents.

There are ten overarching Safeguarding and Welfare Requirements within the EYFS, some of which are broken down into further headings, as follows:

- *Child protection*

We must be alert to any issues for concern in the child's life at home and elsewhere. We have policies, and procedures to safeguard children.

- *Suitable People*

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

- *Staff qualifications, training, support and skills*

The daily experience of children in early years our setting and the overall quality of the provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities.

- *Key person*

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

- *Staff: child ratios*

Staffing arrangements must meet the needs of children and ensure their safety

- *Health*

We promote the good health of children attending the setting. We have a procedure to, discuss with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection and take appropriate action if children are ill.

- *Managing behaviour*

We have and implement a behaviour management policy, and procedures.

- *Safety and suitability of premises, environment and equipment*

EAST HANNINGFIELD PRE-SCHOOL POLICIES

We have policies and carry out regular risk assessments to ensure the safety of staff, parents and children.

- *Equal opportunities*

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

- *Information and records*

We must maintain records and obtain and share information (with parents, carers and other professionals working with the child, and the police, social services and Ofsted as appropriate) to ensure the safe and efficient management of the setting and to help ensure the needs of all children are met.

Adopting and implementing policies

Copies of the policies and procedures to be adopted are made available to all parents and staff, this is done by copy which is available at Pre-School for parents and staff, student and visitors to view. A meeting to discuss and adopt the policies and procedures is held at the AGM (Annual general meeting). This will enable everyone to discuss and agree on each policy statement and procedure.

All our policies are the rules required for running a Pre-School registered with Ofsted and must be adhered to by all parents and staff and students.

Reviewing policies

- Our policies and procedure are continually monitored by collecting evidence about the results of its implementation.
- The Pre-School evidence will integrate any necessary changes to the policy or procedure and/or the way it is implemented.
- Our staff and parents will contribute to the evidence collected and share in decisions about any necessary changes.

The policies include those that we are required by The Safeguarding and Welfare Requirements and the Learning and Development Requirements of the Early Years Foundation Stage.

Ofsted registration number 402223
Early Years Alliance number 17601
REGISTERED CHARITY No. 267508

EAST HANNINGFIELD PRE-SCHOOL POLICIES

Safeguarding and Welfare Requirement: Suitable People

We ensure that people looking after children are suitable to fulfil the requirements of their roles

Safeguarding and Welfare Requirement: Information and records

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

(2) Management and Administration

Methods

The East Hanningfield Pre-School is run by an elected committee, which shall ensure that major decisions shall be in the hands of the parents who use the Pre-School. The committee members are responsible for reviewing both policy and practice, and for the employment of members of staff. At the Annual General Meeting, the committee for the following year shall be elected.

All new trustees have to complete a DBS check online and give suitable ID to support the application (list will be provided with the procedure to complete this by the Secretary) and then update service EY2. Failure to complete this process will mean the applicant for the committee will not be a trustee and will not be able to be involved in any committee meeting or any other trustee decision making of East Hanningfield Pre-School.

The committee must have five members at least 3 Executive Members and two committee members. The Executive Members of the committee shall be the Chairperson, Secretary and Treasurer who shall be responsible for the day to day decision making and finances. The Pre-School Supervisor shall be involved in the decision making of the running of the Pre-School and liaison with Essex Early Years advisors. Regular Committee meetings shall be held to encourage the involvement of parents in the running and financing of the group. The Annual General Meeting shall be held in the month of November and the notice of calling the meeting shall be prepared and displayed at least two weeks prior to the meeting. A review of the policies adopted shall be taken at each Annual General Meeting.

Fees, as agreed by the Management Committee meetings, shall be paid by parents for their child's attendance at Pre-School. Arrangements shall be made for parents to pay for half term, full-term, or weekly in advance, as agreed between the parent and treasurer. Fees shall be payable if a child is absent without notice or for a short time. In the case of prolonged absence, parents shall consult with the management committee about fee payment. Each child's attendance at Pre-School is conditional upon continued payment of the necessary fees and/or vouchers.

The Pre-School is a provider of the Free Early Education Entitlement. For more information please talk to a member of staff or online at www.essex.gov.uk/FEEE.

A reasonable amount of written notice shall be provided by parents who wish to withdraw their child from Pre-School during a term period. Failure will make the parent liable for fees as though the child was still attending Pre-School for a period to be agreed with the management committee. Rearrangement of days attending may be accepted if there are vacancies available.

At the Executive Committee's discretion and provided the maximum level of children is not exceeded, consideration will be given to a temporary change of day request by a parent/carer to enable their child to attend a special event/school experience session within the same week at no extra cost. However, the Executive Committee retains its right to charge for a child's attendance as an extra session even when this request is because of an event which has been arranged for the benefit of the children.

Parents/carers are able to pay for their child to attend extra sessions as long as the maximum level of children is not exceeded on that given day.

If a parent requests additional hours for a child at Pre-School and who has not used all their child's Free Early Education Entitlement hours, this information must be given to us before headcount day. Parents will be requested to pay any additional hours after headcount day.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

Collection of children from Pre-School shall normally be by the parent or carer of the child. If for any reason this is not possible, a written note shall be provided to the Pre-School nominating a replacement for collection and for emergency a password will be used. We keep this password with the child's records, and this is recorded in the collection book.

A notice board shall be displayed for access for all parents/carers. This board shall be used to display the Insurance Certificate, any safeguarding information, Membership of the Early Years Alliance, all notices calling meetings of the Pre-School, newsletters, children's snack menu etc.

This policy was adopted at a meeting of	East Hanningfield Pre-School
Held on	4th November 2021
Date to be reviewed	Next AGM
Signed on behalf of the management committee	
Name of signatory	Amanda Gilmour
Role of signatory (e.g. chair)	Chair

EAST HANNINGFIELD PRE-SCHOOL POLICIES

Safeguarding and Welfare Requirement: Information and records

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

(3) Non Payment of Fees policy

Statement of intent

East Hanningfield Pre-School's policy is to pursue all unpaid fees through the County Court for the recovery of the Pre-School's money.

Aim

We aim to ensure the financial stability of the Pre-School by having a fair and consistent process for pursuing non-payment of fees.

Methods

In order to achieve this aim, the Pre-School will:

- At induction fully inform parents/carers of the fee and payment structure of the Pre-School.
- Issue invoices to parents/carers when fees are due. The invoice will give details of the sessions being paid for and the rate being charged.

If a family has used the services provided by the Pre-School without payment, or their payment has been dishonoured, the Pre-School will follow the following staged procedure:

1. Issue a verbal and written "Fee Payment Reminder" 24 hours after payment due date. If payment is received within 24 hours, no further action will be taken.
2. If payment is not received, an 'Overdue Account' letter will be issued asking for immediate payment in full within five working days plus a £10 administration fee. If payment is received within five working days, no further action will be taken.
3. If after five working days full payment or a payment plan, agreed by the Pre-School's management, has not been received, a 'Final Warning' letter will be issued plus a further £10 administration fee. At this stage, the child(ren) will be unable to use our services until payment in full is received.
4. If payment is not received within seven days, the Pre-School will immediately begin proceedings in the County Court for which we charge an administration fee of £50 and all court costs. If a representative of the Pre-School is required to attend the County Court, costs will be applied at a rate of £20 per hour.

The Pre-School reserves the right to take extenuating circumstances into consideration. The Treasurer must be contacted as soon as possible if this is the case.

This policy was adopted at a meeting of	East Hanningfield Pre-School
Held on	4th November 2021
Date to be reviewed	Next AGM
Signed on behalf of the management committee	
Name of signatory	Amanda Gilmour
Role of signatory (e.g. chair)	Chair

General Safeguarding and Welfare Requirement: Information and records

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

Administration

(4) Admissions

Policy Statement

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

Procedures

- We ensure that the existence of our Pre-School is widely advertised in places accessible to all sections of the community.
- We ensure that information about our Pre-School is accessible, in written and spoken form and, where appropriate, in more than one language. Where necessary, we will try to provide information in Braille, or through Makaton. We will provide translated written materials where language needs of families suggest this is required as well as access to an interpreter.
- Proof of age on presentation of birth certificate is required and also permission for children will normally be accepted at 2 years old. Permission is requested for photographs to be taken of the children and permission to take the children on outings and outside play. These permissions are to be signed on the Pre-School's Admissions Form.
- We arrange our waiting list in birth date order. In addition our policy may take into account the following: the vicinity of the home to the Pre-School; and if siblings already attending. If places are limited, then priority shall be Pre-School to children living in the East Hanningfield area.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- We describe our Pre-School and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
- Our Pre-School and our practices operate in a way that encourages positive regard for and understanding of difference and ability - whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.
- We monitor the needs and background of children joining our Pre-School setting on the Registration Form, to ensure that no accidental or unintentional discrimination is taking place.
- We share and widely promote our valuing diversity and promoting equality policy
- We consult with families about the opening times of the Pre-School to ensure we accommodate a broad range of family need.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the Pre-School that provides stability for all the children.
- Failure to comply with the term and conditions may ultimately result in the provision of a place being withdrawn.
- We offer funded places in accordance with the Code of Practice.
- The Pre-School is a provider of the Free Early Education Entitlement. For more information please talk to a member of staff at home visits or visit Childcare Choices website.
- An invoice is issued every half term for Parents who do not meet the criteria for Free Early Education entitlement or have exceeded the total number of hours of free funding.
- The Management Committee reserves the right to request for payment of fees in advance for each half term, please see fee payment policy.

This policy was adopted at a meeting of	East Hanningfield Pre-School
Held on	4th November 2021
Date to be reviewed	Next AGM
Signed on behalf of the management committee	
Name of signatory	Amanda Gilmour
Role of signatory (e.g. chair)	Chair

Safeguarding and Welfare Requirement: Suitable People

We ensure that people looking after children are suitable to fulfil the requirements of their roles

Employment

(5) Employment and staffing

(Including vetting, contingency plans, training and development)

Policy statement

At East Hanningfield Pre-School we provide a staffing ratio in line with the Safeguarding and Welfare requirements of the Early Years Foundation Stage ensuring that our staff are appropriately qualified and we carry out checks for criminal and other records through the Disclosure and Barring Service (formerly Criminal Records Bureau) in accordance with statutory requirements.

Procedures

Ratios

- To meet this aim we use the following ratios of adult to children:
 - children aged two years of age: 1 adult : 4 children; and
 - children aged three to five years of age: 1 adult : 8 children.
- A minimum of two staff/adults are on duty at any one time.
- We use a key person approach to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the Pre-School. The key person meets regularly with the family for discussion and consultation on their child's progress.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time. Agendas and minutes shall be kept, outstanding actions monitored.

Vetting and staff selection

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

Disqualification

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

Changes to staff

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

Training and staff development

- Our Pre-School Supervisor and deputy hold the CACHE Level 3 Diploma in Pre-School Practice or an equivalent qualification. At least 90 per cent of staff shall hold qualifications or be working towards those and all staff shall be expected to undertake some form of additional training.
- We provide regular in-service training to all staff - whether paid staff or volunteers - through the Early Years Alliance and external agencies.
- Our Pre-School budget allocates resources to training.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice. All new staff will be required to complete a DBS check to ensure suitability for their appointment and references will be sought. No staff member will be left unaccompanied with a child until this vetting process is completed or be allowed to take children to the toilet.
- No member of staff is permitted to carry a mobile phone or wear smart watches that have camera capability on their person that has a camera capabilities during the Pre-School session, phones and smart watches should be left in metal box in the kitchen.
- Under no circumstances may staff use their personal mobile phones or other mobile devices including smart watches to take photographs during working hours.

Staff taking medication/other substances

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

Managing staff absences and contingency plans for emergencies

- Our staff take their holiday breaks when the Pre-School is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the Supervisor with sufficient notice.
- Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary in accordance with the contract of employment.
- We have contingency plans to cover staff absences, as follows: The staff member who is unable to work must phone staff listed on the cover list, if unable to find cover they must phone the supervisor before 8am of the morning session. If it is not possible to contact the supervisor, the staff member must phone the deputy supervisor then the chair or deputy of the situation. Then the Emergency Procedure policy will be followed.
- Children of staff who are not registered with the Pre-School are not allowed in during the setting sessions. Staff should make alternative arrangements for their children's care.

Staff working in childcare outside of Pre-School

The Pre-School is only responsible for staff while they work under the direction of the Pre-School management. Any other employment or work that staff undertake outside of the East Hanningfield Pre-School is a private arrangement and will not be covered by our policies and insurance.

This policy was adopted at a meeting of	East Hanningfield Pre-School
Held on	04 November 2021
Date to be reviewed	Next AGM
Signed on behalf of the management committee	
Name of signatory	Amanda Gilmour
Role of signatory (e.g. chair)	Chair

EAST HANNINGFIELD PRE-SCHOOL POLICIES

General Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment.

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

(6) Emergency Procedure Policy re Closure of Pre-School

Statement of intent

The following procedure should be followed if a situation occurs which requires East Hanningfield Pre-School to be closed at short notice.

Situations may include:

- Weather conditions do not permit Pre-School to open.
- Emergency services enforce closure due to safety issues i.e. gas leak, burst pipes, flood etc.
- The Village Hall Committee suggest closure due to no electricity, heating, water supplies etc.
- Staffing issues do not permit Pre-School to open.
- If the Supervisor or a Deputy is not on the premises.
- Pandemic Flu or other outbreaks of infectious diseases (for more details see our Influenza or Pandemic policy)

If the Supervisor or Deputy are unable to attend, staff can obtain keys from the caretaker (list of phone contacts is available from the supervisor and deputy supervisor and chair).

Aims

To ensure that all parents/carers and staff are notified accordingly.

Methods

Preliminary

Senior personnel of Pre-School to agree closure with committee chair or nominated deputy.

If known, prior to date

Issue notice to parents/carers of expected date of closure

We will try to email and will update on our website regarding adverse weather conditions.

Contact

- Parents/carers by telephone as soon as possible
- Staff & students by telephone as soon as possible

Senior personnel shall also nominate a member of staff (it may be themselves) to be present at Pre-School, if safety allows, to

- intercept any parents/carers who have not received the news (for at least half an hour on the day)
- place a closure notice on the outside door of the Village hall

<i>Who is responsible</i>	<i>Who to contact</i>	<i>What for</i>
Senior personnel	Committee chair or deputy	Agree closure
Senior personnel	Admin assistant, staff & students	Telephone advise closure
Admin assistant	Parent/carers	Issue written notice of closure, if applicable
Admin assistant	Parents/carers	Telephone advise closure

Refund of fees

No refund of fees will be given, as circumstances would be beyond our control.

Staff wages

Each situation will be assessed separately with the Pre-School committee

Village hall rent

Circumstances will dictate whether we continue with payment. Each situation should be assessed separately and negotiated with the Village Hall Committee.

Staffing issues

We are required to have an appropriate ratio of qualified staff to other staff for the Pre-School to open. In the event of the ratio falling below the requirement, the Pre-School will conduct a risk assessment to ascertain

EAST HANNINGFIELD PRE-SCHOOL POLICIES

whether it is appropriate to open the Pre-School. If the issue is ongoing, then the risk assessment will be valid for the duration of the occurrence, up to a maximum of six months from the date of issue (after which a new risk assessment will be made). The risk assessment will consider: the situation, suitability of the person/s nominated, roles and responsibility of the job and qualification requirements. We have bank staff of various qualifications that we can call upon at short notice, and this list is regularly reviewed. A designated deputy must be present to open the Pre-School

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Held on	4th November 2021
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Signed on behalf of the management committee	
Name of signatory	Amanda Gilmour
Role of signatory (e.g. chair)	Chair

EAST HANNINGFIELD PRE-SCHOOL POLICIES

Risk Assessment Form – Contingency arrangements

Situation:

Person/s nominated:

Roles and responsibility of the job:

Size and demands of the job and number of children:

Number of children aged 2 = ()

Number of children aged 3&4 = ()

Total staff for children aged 2 years (staff ratio 1-4 = ()

Total staff for children 3&4years (staff ratio 1-8 = ()

Total staff needed =

Any additional comments:-

Qualification Requirement:

CACHE level 3 Diploma in Pre-School Practice (DPP), NVQ level 3 or an equivalent qualification. 50% of the staff must have a childcare qualification.

Qualification shortfall, if applicable:

Qualifications held:

EAST HANNINGFIELD PRE-SCHOOL POLICIES

Qualification – training / date complete:

Overall comments:

Risk assessed:	YES	NO
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Risk level:	HIGH	MED	LOW
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Suitable:	YES	NO
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Re-assessment date (no later than 6 months):
--

Date:

Signed:

Staff member/ Duty Supervisor

Supervisor

Management committee representative
--

General Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment.

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

Safeguarding and Welfare Requirement: Health

We promote the good health of children attending the setting. We will discuss with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.

(7) Influenza, Swine flu or Pandemic Policy

Statement of intent

East Hanningfield Pre-School works closely with Essex County Council and the Government guidelines for the local impact of influenza or pandemic in our area.

Should an influenza, Swine flu outbreak or pandemic reach the county of Essex, it may be necessary to consider closing East Hanningfield Pre-School. This could be a county-wide closure to try and stop the virus spreading amongst children. East Hanningfield Pre-School may also need to be closed should staffing levels be adversely affected due to staff being off work with the virus themselves.

Procedures

East Hanningfield Pre-School will plan when such events occur and will communicate to you the situation. Within the East Hanningfield Pre-School, we would increase cleaning regimes and practice infection control measures in accordance with the national guidance received. We do teach and encourage the children to:

- Wash their hands using soap and water on a regular basis throughout the day
- Cover their mouth when coughing or sneezing using tissues provided around the establishment
- Throw away dirty tissues quickly into bins provided around the Pre-School
- We would strongly recommend that you consider this advice and continue these practices with your children when they are at home.

Upon arrival / collection

- Entry to be via the side door - opposite the overflow car park
- Staggered start and pick up times may apply. Parents may be notified of their times via email
- When queuing, leave a 2 metres distance to the next parent and child
- Only one parent to drop off / collect children
- **An Infra-red, non-contact thermometer will take the parent's and child's temperature.** If either reading is 37.9 degrees centigrade or above, your child will not be allowed to enter the setting and you both should return home and follow the latest Government guidelines. If the reading is high upon collection, the same guidelines should be followed.
- If the temperature is under 37.9, the child is to be handed over to the member of staff on the door
- Upon entering the setting, every child will be helped by a staff member to wash their hands, before entering the pre-school room
- At this time there will not be any unauthorised visitors or parents due to Government Guidelines for Covid -19.

Visitors who are authorised or in an emergency

We ask any authorised visitors -

- If the child/children or adult are displaying any symptoms, they will be asked to return home
- If they or another member of the household has symptoms or has been in contact with someone who has they will be asked to return home
- The visitors and child's temperature will be taken by an infra-red, non-contact thermometer (if either reading is 37.9 degrees you will not be allowed to enter the building and asked to return home and follow latest government advice).
- Adults should wear face masks at all times

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- Strict social distancing of 2 metres or as per Government Guidelines shall be maintained with adults and children

Snack time

- Staff to wear PPE to prepare snacks
- Children to wash their hands before snack
- Only small groups of children will have a snack at one time with appropriate space between chairs
- Water or milk will be available
- Cups/plates will be provided and sterilised daily

Lunchtime

- The lunchtime procedures are in place to help your child feel more secure in their familiar routine. We are therefore asking parents to bring in their own lunchbox from home, with their personal leak-proof drinks bottle which must be placed inside the lunch box. We will take the lunch bag and put it into a separate plastic bag and put that into a cool bag. This will ensure no lunch boxes or drinks are touching, avoiding any chance of cross-contamination.
- Cups will be provided for children to obtain water when required in the session and lunchtime
- Only small groups will have lunch at one time.
- Children to wash hands before eating lunch and after before playing

Cleaning/Health and Safety

- Hanna's Field Charity has agreed for the pre-school to have sole use of part of the building.
- Any member of staff who are symptomatic will not attend work.
- Our opening time may change to enable us to do complete a daily clean.
- During the normal Pre-school day, children and staff will be encouraged to wash hands.
- Staff will use antibacterial spray and disposable cleaning cloths for cleaning tables and other equipment when necessary throughout the day.
- All soft furnishings, toys, cushions and materials will be removed, and only the equipment that can be disinfected will be used
- Books and Toys are changed daily due to the risk of Covid.
- Staff will clean toilet seats, handles and taps after every use with antibacterial spray.
- Access around the pre-school will be limited and controlled.
- Children will be monitored by staff when moving around the pre-school and will be accompanied by staff going to the toilet.
- **We will not be able to maintain social distancing in pre-school.**
- There is no expectation that staff will routinely wear face coverings. However, staff may wear PPE in very specific circumstances, for example, to change nappies, or if children are unwell.
- Staff may wear eye protection glasses.
- Ensuring our children understand good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach and providing a good supply of tissues and bins throughout the setting.

Please note, a member of staff may have to 'comfort' your child if they become distressed.

Grouping children

All staff and children may be subject to participate in a bubble group as per government guidelines.

Wherever possible parents and carers are encouraged to minimise (as far as possible) the number of childcare settings their child attends to safeguard the children attending & their families our staff team. A risk assessment will be completed where children would come into contact with groups of children in another setting, and may result that we do not accept children attending another nursery/pre-school.

Where the services of a childminder are used to look after a child, a risk assessment will be completed before we accept a child. One of the key factors considered will be the number of children the childminder looks after.

Testing

All children and adults will have access to a test (via the NHS) if they display symptoms of coronavirus.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

In the event that they develop coronavirus symptoms, we ask all parents and carers to ensure they organise a test for their child, and notify us immediately of a positive test.

If the test proves to be negative the child can return to the setting, and the parents or carers will not need to self-isolate them. If the test is positive you will need to follow government guidance.

Home Learning

- In the event of a lockdown, we will send weekly home learning sheet.
- You may not get an immediate response if you email or phone for support with home learning. Please be reassured; they will get back to you as soon as possible.

We advise parents/carers to keep the child/children at home:

- If the child/children display any symptoms
- If they, or a member of the household, has symptoms of Covid-19
- if the child/children are deemed 'extremely clinically vulnerable' (If you are advised for your child not to attend)

Settling in and new children

Due to Covid -19 no visiting parents or children are allowed to visit, please speak to a member of staff for our current procedures.

We will follow the systems of control which are listed below

'System of controls'

This is the set of actions early years settings must take. They are outlined in more detail below.

Prevention:

- 1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend settings
- 2) Clean hands thoroughly more often than usual
- 3) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach
- 5) Minimise contact between groups where possible
- 6) Where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all settings, all the time.

Number 5 must be properly considered, and settings must put in place measures that suit their particular circumstances.

Number 6 applies in all specific circumstances.

Response to any infection:

- 7) Engage with the NHS Test and Trace process
- 8) Manage confirmed cases of coronavirus (COVID-19) amongst the setting community

EAST HANNINGFIELD PRE-SCHOOL POLICIES

9) Contain any outbreak by following local health protection team advice

10) Notify Ofsted

Numbers 7 to 10 must be followed in every case where they are relevant.

For further information and advice phone NHS 111. If you have any concerns regarding pandemic influenza, please see below for available resources:

- Advice can be found on the NHS website <https://www.nhs.uk>
- Can be found at Government Website:
<https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance>

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Safeguarding and Welfare Requirement: Key person

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

Child care practice

(8) The role of the key person and settling-in

Policy statement

East Hanningfield Pre-School believes that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the Pre-School by providing secure relationships in which children thrive, parents and carers have confidence, staff are committed and the Pre-School is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the Pre-School and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the Pre-School. We aim to make the Pre-School a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each setting must offer a key person for each child. The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

All parents attend an induction session with their child and the Transition Officer or another staff member will complete an induction and checklist.

The key person will hold an informal meeting and review the setting's induction check list with the parent/carer.

Procedures

- We allocate a key person before the child starts.
- The key person will comfort a child with permission of parents or carers.
- It is possible for a child to be placed with a different key person if a clash of personalities exists or if the key person/parent relationship is not to the advantage of the child.
- Where a home visit is carried out before the child starts, this is done by the Supervisor and the key person.
- The key person is responsible for the induction of the family and for settling the child into our Pre-School.
- The key person offers unconditional regard for the child and is non-judgemental.
- Completing relevant forms with parents, including consent forms.
- Explaining our policies and procedures to parents with particular focus on policies such as safeguarding and our responsibilities under the Prevent Duty.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person will complete a baseline assessment within the first 4 to 6 weeks of starting from information that has been given from parents/carers and observations from staff and key person.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our Pre-School and at home.
- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person.
- We promote the role of the key person as the child's primary carer in our Pre-School, and as the basis for establishing relationships with other staff and children.
- It may occur that a child's key person may change as a result of changing numbers of children, so that each key person has an appropriate number of children they care for.

Settling-in

The East Hanningfield Pre-School want children to feel safe and happy at the Pre-School and in the absence of their parents, to recognise other adults as a source of authority, helpful and friendly, and to be able to share with their parents afterwards the new learning experience enjoyed at the Pre-School. We also want parents to feel welcome and involved from the beginning.

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, open days and committee meetings and individual meetings with parents.

We endeavour to:

- Create opportunities for the exchange of information, using a shared approach to the registration form with information about the child to be completed in a registration form to complete before the child starts Pre-School.
- We encourage parents to visit the Pre-School with their children during the half term before an admission is planned and the supervisor or deputy will use an induction checklist with parent. Also we encourage the parent to attend the child's first two sessions.
- Before a child starts to attend the Pre-School, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), introduce flexible admission procedures, if appropriate, to meet the needs of individual families and children,
- Displays about activities available within the Pre-School, information days and individual meetings with parents.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We may offer a home visit by the person who will be the child's key person, to ensure all relevant information about the child can be made known.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the Pre-School.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.
- Introduce, if necessary, new families into the group on a staggered basis, for example, two new children a week rather than ten new children at once.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them. We help families from the outset that they will be supported in the Pre-School for as long as it takes to settle their child there and work with the parents on how best to settle their child into Pre-School.
- We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.
- We request that parents who wish to come in with their child to pre-school wait until all other children have been safely registered, this is to maintain the security of the main door which is closed after each child.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the Pre-School.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- We reserve the right not to accept a child into the Pre-School without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting we discuss and work with the child's parents to start to create their child's record of achievement.
- Arrangements shall be made for each parent to discuss with the key person the progress of their children. Additional appointments may be made at any other time by arrangement with the supervisor.
- The Pre-School operates an open-door policy, parents and carers are encouraged to talk about any information regarding their child.
- It has been found that children cannot play or learn successfully if they are anxious or unhappy. The East Hanningfield Pre-School settling procedure aims to help parents to help their children to feel comfortable in the Pre-School, to benefit from what it has to offer, and to be confident that their parents will return at the end of each session.

The progress check at age two

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the supporting guidance to the EYFS *A Know How Guide: The EYFS progress check at age two*.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by the setting to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

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EAST HANNINGFIELD PRE-SCHOOL POLICIES

General Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment.

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

(9) Arrival and Departure Policy - for Parents, Children and Staff

Staff arrive at 8.30am, entering the main entrance and unlocking access to the Pre-School hall, the storage cupboard, and kitchen. They then prepare the hall for the day's activities. Parents arrive with children through the main door, waiting in the corridor from 8.45am at 9.00am, a staff member greets the children at the middle door and another staff member records the children on the register at the hall entry door. Parents/carers are encouraged to leave children at the middle door as they proceed into the Pre-School hall. Register is taken with time recorded for when children and staff arrive. Parents can help settle children into the Pre-School before leaving.

Parents are required to wait if they would like to speak to a staff member after all the children have been registered or leave a note which is available on the information board by the door.

We require our parents to fill in an injury form for the children for any injury outside of pre-school.

A sheet to share children achievements is available, Wow sheets. These can be shared at register time with the other children and then be placed into the children learning journeys.

All lunch boxes parents are required to be put into the cool bag on arrival.

Any items for show and tell or Green sharing book or Yellow reading record book your child would like to talk about at pre-school must be placed into the basket by the front door.

When you collect your child this basket will be by the front door for you to collect any items.

Main doors are closed and locked by the Deputy or Supervisor or appointed person from the rota at 9.15am.

Any late arrivals are taken in through the main entry doors by ringing the bell push on the A frame and wait for a member of staff to let them in. The child's time of arrival will be noted for safety reasons.

The main doors are unlocked approximately 5 minutes before collection time. A register is used by a staff member at the door to note down the times that children are collected. Staff leave after securing the building.

Pre-School children can only be collected by an adult over 18 years old.

No adults who are under the influence of drugs or alcohol can collect children. We will contact the emergency contact person, or if not available we will follow the uncollected child procedure.

Collection of children from Pre-School shall normally be by the parent or carer of the child. If for any reason this is not possible, a written note shall be provided to the Pre-School nominating a replacement for collection and for emergency a password will be used. We keep this pass word with the child's records and this is recorded in the collection book

Collection times

Afternoon pick up times are restricted to 2.30pm ONLY. Other collection times can be arranged in exceptional circumstances, by prior agreement only.

Late collection of children; if a parent/carer is over ten minutes late in picking their child up after session, a warning notice will be given. A total of two warnings will be issued by the supervisor/deputy supervisor and on the third late pick up a fine of £15 will be payable. Any other late collections after the third late pick up will incur a £15 fine for each additional late pick up.

There are five other keyholders to the hall who are all advised to ring the bell for access during session times. When the upstairs meeting hall is being used, we are advised in advance and make it clear to the user that they are not to intrude into the Pre-School's area at any time.

Staff, parents/carers, visitors and outside users are required to use the Ladies toilet as Pre-School children use the Men's toilet.

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Safeguarding and Welfare Requirement: Child Protection

We have and implement a policy, and procedures, to safeguard children.

Safeguarding children

(10) Safeguarding children and child protection

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

Policy statement

East Hanningfield Pre-School works with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our safeguarding policy is based on the three key commitments of the Early Years Alliance Safeguarding Children Policy.

Procedures

We carry out the following procedures to ensure we meet the three key commitments of the Safeguarding Children Policy which incorporates responding to child protection concerns.

Key Commitment 1

We are committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.

Staff and volunteers

- Our designated lead persons who co-ordinates child protection Diane Batt & Sue Belham have completed level 3 safeguarding course . All our other staff have completed safeguarding online training.
- We have close links with East Hanningfield Primary school and in the event that any of the named level 4 designated persons were not available, the school lead safeguarding officer would be available to support East Hanningfield Pre-school staff.
- When the setting is open but the designated person is not on site, a suitably trained deputy is available at all times for staff to discuss safeguarding concerns or should be contacted.
- The designated person (and the person who deputises for them) understands LSCB safeguarding procedures, attends relevant LSCB training at least every three years and refreshes their knowledge of safeguarding at least annually.
- We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
- All staff understand that safeguarding is their responsibility.
- All staff have an up-to-date knowledge of safeguarding issues are alert to potential indicators and signs of abuse and neglect and understand their professional duty to ensure safeguarding and child protection concerns are reported to the local authority children's social care team or the NSPCC. They receive updates on safeguarding at least annually.
- All staff understand the principles of early help (as defined in *Working Together to Safeguard Children*, 2018) and are able to identify those children and families who may be in need of early help and enable them to access it.
- All staff understand LSCB thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm according to arrangements published by the LSCB or safeguarding partners.
- All staff understand their responsibilities under the General Data Protection Regulation and the Data Protection Act 2018, and understand relevant safeguarding legislation, statutory requirements and local safeguarding partner requirements and ensure that any information they may share about parents and their children with other agencies is shared appropriately and lawfully.
- We will support families to receive appropriate early help by sharing information with other agencies in accordance with statutory requirements and legislation.
- We will share information lawfully with safeguarding partners and other agencies where there are safeguarding concerns.
- We will be transparent about how we lawfully process data.
- All staff understand how to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard and know how to follow local safeguarding procedures to resolve professional disputes between staff and organisations. .
- All staff understand what the organisation expects of them in terms of their required behaviour and conduct, and follow our policies and procedures on positive behaviour, online safety (including use of cameras, mobile phones, smart watches and other mobile devices), whistleblowing and dignity at work.
- Children have a key person to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age appropriate way.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- All staff understand our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children.
- All staff are confident to ask questions in relation to any safeguarding concerns and know they are not to just take things at face value but can be respectfully sceptical.
- We ensure all staff and parents are made aware of our safeguarding policies and procedures which are available on our website or at Pre-School.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the Pre-School are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure and Barring Service (DBS) before posts can be confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and Disclosure and Barring Service checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the Pre-School or has access to the children.
- Volunteers and students do not work unsupervised.
- Volunteers must:
 - be aged 17 or over;
 - be considered competent and responsible;
 - receive a robust induction and regular supervisory meetings;
 - be familiar with all the settings policies and procedures;
- Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - the criminal records disclosure reference number;
 - certificate of good conduct or equivalent where a UK DBS check is not appropriate;
 - the date the disclosure was obtained; and
 - details of who obtained it.
- We inform all staff that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
- From 31 August 2018, staff and volunteers in childcare settings that are not based on domestic premises are not required to notify their line manager if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, cautions, court orders, reprimands or warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision or have had orders made in relation to care of their children.
- Disqualification and Childcare Regulations 2018, and Disqualification under the Childcare Act guidance effective from 31 August 2018.
- Staff receive regular supervision, which includes discussion of any safeguarding issues, and their performance and learning needs are reviewed regularly.
- In addition to induction and supervision, staff are provided with clear expectations in relation to their behaviour which is outlined in the employee handbook.
- Enhanced criminal records and barred lists checks are carried out on paid staff and long term students working on the premises, our committee member also have DBS checks carried out on each member.
- We notify the Disclosure and Barring Service of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
- We have procedures for recording the details of visitors to the Pre-School.

We take security steps to ensure that we have control over who comes into the Pre-School so that no unauthorised person has unsupervised access to the children, and no person is allowed to use a mobile camera phone, smart watch or mobile device during the Pre-School session. We take steps to ensure children are not photographed, filmed on video for use on social media other than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child. Any images of children are held securely and are locked away each night when not in use or in the cloud.

Staff do not use personal cameras, smart watches or mobile devices or filming equipment to record images.
- Personal mobile phones are not used where children are present.
- The designated person in the setting has responsibility for ensuring that there is an adequate online safety policy in place.

Key commitment 2

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

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through:
 - significant changes in their behaviour;
 - deterioration in their general well-being or welfare;
 - their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
 - changes in their appearance, their behaviour, or their play;
 - unexplained bruising, marks or signs of possible abuse or neglect; and
 - any reason to suspect neglect or abuse outside the setting.
- We understand how to identify children who may be in need of early help, how to access services for them
- We understand that we should refer a child who meets the s17 Children Act 1989 child in need definition to local authority children's social work services
- We understand that we should refer any child who may be at risk of significant harm to local authority children's social work services.
- We are aware of the 'hidden harm' agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent's learning disability, also Child Sexual Exploitation (CSE) • Gangs • Children who go missing • Domestic abuse and violence including children affected by parental imprisonment(CAPI) • Online safety and Cyberbullying • Harmful sexual behaviour (HSB) • Honour-based abuse(HBA) including female genital mutilation (FGM) and forced marriage • Self-harm • Prevent duty and fundamental British values.
- We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care team.
- We are prepared to take action if we have concerns about the welfare of a child who fails to arrive at a session when expected. The designated person will take immediate action to contact the child's parent to seek an explanation for the child's absence and be assured that the child is safe and well. If no contact is made with the child's parents and the designated person has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately and LSCB procedures are followed. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence.
- We are aware of other factors that affect children's vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; Female Genital Mutilation and radicalisation or extremism.
- In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and LSCB procedures on responding to radicalisation.
- The designated person completes online Channel training, online Prevent training and attends local WRAP training where available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.
- We are aware of the mandatory duty that applies to teachers and health workers to report cases of Female Genital Mutilation to the police. We are also aware that early years' practitioners should follow

EAST HANNINGFIELD PRE-SCHOOL POLICIES

local authority published safeguarding procedures to respond to FGM and other safeguarding issues, which involves contacting police if a crime of FGM has been or may be about to be committed.

- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or maybe victims of child trafficking. While this may be less likely to affect young children in our care we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- If we become concerned that a child may be a victim of modern slavery or human trafficking we will refer to the National Referral Mechanism, as soon as possible and refer and/or seek advice to the local authority children's social work service and/or police.
- We will be alert to the threats children may face from outside their families, such as that posed by organised crime groups such as county lines and child sexual exploitation, online use and from within peer groups and the wider community.
- Where we believe a child in our care or known to us may be affected by any of these factors we follow the procedure for reporting child protection and child in need concerns and follow the LSCB procedures, or when they come into force replacing the LSCB, we will follow the local procedures as published by the local safeguarding partners.
- Where such indicators are apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the lead staff designated person or deputy staff designated person, Parents can also talk to our committee designated person. The information is stored in the child's file.
- In the event that a staff member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral they must follow escalation procedures.
- We refer concerns about children's welfare to the local authority children's social care department and co-operate fully in any subsequent investigation.
NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children's Board or the local safeguarding partners. .
- We respond to any disclosures sensitively and appropriately and take care not to influence the outcome either through the way we speak to children or by asking questions of children (although we may check out/clarify the details of what we think they have told us with them).
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse or neglect is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account in an age appropriate way, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
- We use the detailed procedures and reporting format contained in the Early Years Alliance's publication 'Child Protection Record for use in Early Years Settings' when making a referral to children's social care or other appropriate agencies.
- All staff are also aware that adults can also be vulnerable and know how to refer adults who are in need of community care services.
- All staff know that they can contact the NSPCC whistleblowing helpline if they feel that our organisation and the local authority have not taken appropriate action to safeguard a child and this has not been addressed satisfactorily through organisational escalation and professional challenge procedures.
- We have a whistleblowing policy in place.
- Staff/volunteers know they can contact the organisation Public Concern at Work for advice relating to whistleblowing dilemmas ;

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behavior; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
 - listens to the child, offers reassurance and gives assurance that she or he will take action;
 - does not question the child, although it is okay to ask questions for the purposes of clarification;
 - makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- These records are signed and dated and kept in the child's personal file within the safeguarding file, which is kept securely and confidentially.
- The member of staff acting as the designated person is informed of the issue at the earliest opportunity, and always within one working day.
- Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

Where a child makes comments to a member of staff that gives cause for concern (disclosure), observes signs or signals that gives cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect, that member of staff:

- listens to the child, offers reassurance and gives assurance that she or he will take action;
- does not question the child;
- makes a written record that forms an objective record of the observation or disclosure that includes:
 - the child's name
 - the date and time of the observation or the disclosure;
 - the exact words spoken by the child as far as possible;
 - the name of the person to whom the concern was reported, with date and time; and
 - the names of any other person present at the time.
- These records are signed and dated and kept in the safeguarding child's locked separate personal file which is kept securely and confidentially and access is only for the Pre-School named designated persons or designated committee officer.
- The Designated Persons are informed of the issue at the earliest opportunity.
- We follow Essex Social Care Direct Safeguarding Board procedures.

Making a referral to the local authority social care team

- The Essex children protection procedures SET procedures can be accessed on-line and we follow these guidelines. Children and Families Hub phone number 0345 6037627
- We keep a copy of for reference at Pre-School on 'What to do if you're worried a child is being abused' (HMG 2015). and follow the detailed guidelines given
- All members of staff are familiar with Child Protection Recording and will talk to the designated officers and follow the procedures for recording and reporting.

Escalation process

- If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the LSCB escalation process.
- We will ensure that staff are aware of how to escalate concerns.

Informing parents

- Parents are normally the first point of contact. Concerns are normally discussed with parents to gain their view of events, unless it is felt that this may put the child or other person at risk, or may interfere with the course of a police investigation, or may unduly delay the referral, or unless it is otherwise unreasonable to seek consent. Advice will be sought from social care, or in some circumstances police, where necessary
- We inform parents where we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the procedures of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed at risk.
- This will usually be the case where the parent is the likely abuser or where sexual abuse may have occurred.
- If there is a possibility that advising a parent beforehand may place a child at greater risk (or interfere with a police response) the designated person should seek advice from children's social care, about whether or not to advise parents beforehand, and should record and follow the advice given.

Liaison with other agencies and multi-agency working

- We work within the Local Safeguarding Children Board guidelines.
- We have a copy of 'What to do if you're worried a child is being abused' and the document is available online of the Essex children protection procedures within the safeguarding file is an index for reference We can use the computer to access this information for parents and staff.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- All staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority regarding child protection issues and concerns about children's welfare, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the Pre-School and social services to work well together.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
- Contact details for the National Society for the Prevention of Cruelty to Children (NSPCC) are also kept,
- Referral is to be made to the local authority social care department, we act within the area's Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.
- We keep a list of telephone numbers of Social Services.

Allegations against staff and persons in position of trust

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the Pre-School, or anyone working on the premises occupied by the Pre-School, which may include an allegation of abuse.
- We ensure that all staff volunteers and anyone else working in the setting knows how to raise concerns that they may have about the conduct or behaviour of other people including staff/colleagues.
- We differentiate between allegations, and concerns about the quality of care or practice and complaints and have a separate process for responding to complaints.
- We respond to any inappropriate behaviour displayed by members of staff, or any other person working with the children, which includes:
 - inappropriate sexual comments;
 - excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or
 - inappropriate sharing of images.
- We will recognise and respond to allegations that a person who works with children has:
 - behaved in a way that has harmed a child, or may have harmed a child
 - possibly committed a criminal offence against or related to a child
 - behaved towards a child or children in a way that indicates they may pose a risk of harm to childrenWe respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with our response
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff, or volunteer within the Pre-School, or anyone working on the premises occupied by the Pre-School, has abused a child.
- We respond to any disclosure by children or staff about abuse by a member of staff or volunteer within the Pre-School.
- Staff and volunteers know how to escalate their concerns if they are not satisfied with our response or anyone working on the premises occupied by the Pre-School, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the Local Authority's Social Care Department to LADO (Local Authority Designated Officer) on 03330 139797.
- We also report any such alleged incident to Ofsted (unless advised by LADO that this is unnecessary due to the incident not meeting the threshold), as well as what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management committee and children's social care agree it is appropriate in the circumstances, the chairperson will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process. Where it is appropriate and practical and agreed with LADO, we will seek to offer an alternative to suspension for the duration of the investigation, if an alternative is available that will safeguard children and not place the affected staff or volunteer at risk.

Disciplinary action

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring Service of relevant information, so that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups.

Key commitment 3

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

Training

- We seek out training opportunities for all adults involved in the Pre-School to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) and neglect and that they are aware of the local authority guidelines for making referrals. Training opportunities should also cover extra familial threats such as online risks, radicalisation and grooming, and how to identify and respond to families who may be in need of early help, and organisational safeguarding procedures.
- Designated persons receive training in accordance with that recommended by the Local Safeguarding Children Board and very three years refresh their knowledge and skills at least annually.
- We ensure that all staff know the procedures for reporting and recording their concerns in the Pre-School.
- We ensure that all staff receive updates on safeguarding via emails, newsletters, online training and/or discussion at staff meetings at least once a year.
-

Planning

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one without being within sight and/or hearing of other staff or volunteers.
- *Curriculum*
- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be *strong, resilient and listened to* and that they develop an understanding of why and how to keep safe.
- We create within the Pre-School a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Confidentiality

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board and Local Safeguarding Partners and in line with the GDPR, Data Protection Act 2018, and Working Together 2018.
- We share information for children transitions to another setting or Primary school through our lead level three designated person.

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers in the group.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social care worker in relation to the Pre-School's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- We will engage with any child in need plan or early help plan as agreed.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

Legal framework

Primary legislation

- Children Act (1989 s47)
- Children Act (2006)
- Statutory framework for the EYFS (2017)
- Protection of Children Act (1999)
- Children and Social Work Act 2017
- Child Safeguarding Practice Review and Relevant Agency (England) Regulations 2018
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Race Relations (Amendment) Act 2000
- Race Relations (Amendment) Act (1976) Regulations
- Rehabilitation of Offenders Act (1974)
- Childcare (Disqualification) Regulations 2009
- Children and Families Act 2014
- Care Act (2014)
- Serious Crime Act 2015
- General Data Protection Regulations (GDPR) (2018)
- Counter-Terrorism and Security Act (2015)

Further Guidance

- Working Together to Safeguard Children (2018)
- The Framework for the Assessment of Children in Need and their Families (2000)
- Effective Support for Children and Families in Essex (ESCB April 2017)
- Support for Disabled Children and Young People and their Families in Essex
- SET Child Protection Procedures 2017
- What to do if you're Worried a Child is Being Abused (HMG 2015)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under (2015) section 11 of the Children Act 2004 (HMG 2007)
- Disclosure and Barring Service: www.gov.uk/disclosure-barring-service-check
- UN Convention of the Rights of a Child (1998)
- Independent Safeguarding Authority (www.isa.homeoffice.gov.uk)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Information Sharing advice: Guidance for Practitioners providing Safeguarding Services (DfE 2018)
- Keeping Children Safe in Education (2018)
- Hidden Harm – Responding to the Needs of Children of Problem Drug Users (ACMD, 2003)
- Information Sharing: Advice for Practitioners providing Safeguarding Services (DfE 2018)
- Revised Prevent Duty Guidance for England and Wales (HMG, 2015)
- Inspecting Safeguarding in Early Years, Education and Skills Settings, (Ofsted, 2016)

This policy was adopted at a meeting of	East Hanningfield Pre-School
Held on	
Date	4 th November 2021
Date to be reviewed	Next AGM
Name of signatory	Amanda Gilmour
Role of signatory (e.g. chair)	Chair

Safeguarding and Welfare Requirement: Child Protection

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

Safeguarding children

(11) Looked after children

Policy statement

East Hanningfield Pre-School is committed to providing quality provision based on equality of opportunity for all children and their families. All staff are committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential.

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

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has impact on their emotional well-being.

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

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We offer places to two-year-old children who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer and where the placement in the Pre-School will last a minimum of three months.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and has formed a secure attachment to the carer. We expect that the placement in the Pre-School will last a minimum of six weeks.
- We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our Pre-School is taken into care and is cared for by a local foster carer we will continue to offer the placement for the child.

Procedures

- The designated person for looked after children is Diane Batt who is the designated coordinator.
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensures appropriate information is gained and shared.
- The Pre-School recognises the role of the Local Authority Social Care Department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the Pre-School without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates and the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider such issues for the child as:
 - the child's emotional needs and how they are to be met;

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- how any emotional issues and problems that affect behaviour are to be managed;
- the child's sense of self, culture, language/s and identity – how this is to be supported;
- the child's need for sociability and friendship;
- the child's interests and abilities and possible learning journey pathway; and
- how any special needs will be supported.
- In addition, the care plan will also consider:
 - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
 - what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the Pre-School, when, where and what form the contact will take will be discussed and agreed;
 - what written reporting is required;
 - wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning; and
 - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the Pre-School's activities that include parents, such as outings, fun-days etc. alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a relationship with his or her key person sufficient to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to firm a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the Pre-School's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- Transition to school will be handled sensitively and the designated person and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the child's social worker as details in the care plan.

Further guidance

- Guidance on the Education of Children and Young People in Public Care (DfEE 2000)
- Who Does What: How Social Workers and Carers can Support the Education of Looked After Children (DfES 2005)
- Supporting Looked After Learners - A Practical Guide for School Governors (DfES 2006)

This policy was adopted at a meeting of	East Hanningfield Pre-School
Held on	4 th November 2021
Date to be reviewed	Next AGM
Signed on behalf of the management committee	
Name of signatory	Amanda Gilmour
Role of signatory (e.g. chair)	Chair

Safeguarding and Welfare Requirement: Managing behaviour

We have a behaviour management policy and procedures.

Equality of opportunity

(12) Promoting positive behaviour

Policy statement

East Hanningfield Pre-School believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

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

Procedures

We have named people who have overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. We shared ideas and strategies to use between staff.

- We require the named person, who is Kerry Pleasant to aim to:
 - keep themselves up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
 - access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development ; and
 - check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the Pre-School.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the Pre-School's behaviour policy and it's guidelines for behaviour.
- We expect all members of our Pre-School - children, parents, carers, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.
- It may be agreed that the Early Help process should begin and that specialist help be sought for the child – this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding and Children and Child Protection Policy (1.2). It may also be agreed that the child should be referred for an Education, Health and Care assessment. (See Supporting Children with SEN policy)
- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.
- All incidents and intervention relating to unwanted and challenging behaviour by children should be clearly and appropriately logged.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for managing any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use restraint, such as holding, only to prevent physical injury to other children, adults or themselves. For example if a child run into the road.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our Pre-School Supervisor or named person or deputy or session supervisor and are recorded in the child's personal file. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Children under three years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the Pre-School, their key person, is building a strong relationship to provide security to the child.

Rough and tumble play, hurtful behaviour and bullying

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours.

Rough and tumble play and fantasy aggression

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

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

Hurtful behaviour

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

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the Pre-School;
 - their parent, or carer in the Pre-School, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
 - the child has a developmental condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Bullying

Bullying is a behaviour that both parents and practitioners worry about. Bullying is a deliberate, aggressive and repeated action, which is carried out with intent to cause harm or distress to others. It requires the child to have 'theory of mind' and a higher level of reasoning and thinking, all of which are complex skills that most three-year-olds have not yet developed (usually after the age of four along with empathy). Therefore, an outburst by a three-year-old is more likely to be a reflection of the child's emotional well-being, their stage of development or a behaviour that they have copied from someone else.

Young children are keen observers and more likely to copy behaviours, which mimic the actions of others, especially the actions of people they have established a relationship with. These are learnt behaviours rather than premeditated behaviours because children this young do not have sufficiently sophisticated cognition to carry out the type of bullying an older child can do. Unless addressed early, this type of pre-bullying behaviour in young children can lead on to bullying behaviour later in childhood. The fear is that by labelling a child as a bully so early in life we risk influencing negative perceptions and expectations of the child which will impact on their self-image, self-esteem and may adversely affect their long term behaviour. This label can stick with the child for the rest of their life.

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practice and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Challenging Behaviour/Aggression by children towards other children

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed.
- The designated person will contact children's social services if appropriate and will consider whether notifying the police if appropriate.
- The designated person will make a written record of the incident, which is kept in the child's file; in line with the *Safeguarding children, young people and vulnerable adults* policy.
- The designated person should complete a risk assessment related to the child's challenging behaviour to avoid any further instances.
- The designated person should meet with the parents of the child who has been affected by the behaviour to advise them of the incident and the setting's response to the incident.
- Ofsted should be notified if appropriate.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
- Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

Challenging unwanted behaviour from adults in the setting

- Settings will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups

EAST HANNINGFIELD PRE-SCHOOL POLICIES

and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.

- Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.
- Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child's file and is reported to the setting manager. The procedure is explained and the parent asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child's place.

Further guidance

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

This policy was adopted at a meeting of	East Hanningfield Pre-School
Held on	4th November 2021
Date to be reviewed	Next AGM
Signed on behalf of the management committee	
Name of signatory	Amanda Gilmour
Role of signatory (e.g. chair)	Chair

Safeguarding and Welfare Requirement: Information and records

We maintain records and obtain and share information (with parents and carers, other professionals working with the child, and the police, social services and Ofsted as appropriate)

Safeguarding Children

(13) Confidentiality and client access to records and internet sites/Data Officer

Policy statement

'Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case.'

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

East Hanningfield Pre-School staff, Supervisor and Committee 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 Pre-School. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the General Data Protection Regulations (2018) and the Human Rights Act.

Confidentiality procedures

We have a named staff member who is the Data Officer, Sue Belham.

- Most things that happen between the family, the child and the setting are confidential to our setting. In exceptional circumstances information is shared, for example with other professionals or possibly social care or the police.
- Information shared with other agencies is done in line with our Information Sharing Policy.
- We always check whether parents regard the information they share with us to be regarded as confidential or not.
- All Staff, students and parents are required to keep confidential information within the Pre-School and not disclose any information to outside parties to e.g. social network sites, blogging, tweeting, internet and emails, smart phones or through other communications.
- We have a procedure for electronic email system:-we have group emails which are tagged blind copy only, staff are trained on this procedure.
- Some parents sometimes share information about themselves with other parents as well as staff; the Pre-School cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in, this includes internet websites and social networking sites.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it. We are not responsible should that confidentiality be breached by participants.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our record keeping procedures and Privacy Notice) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely (see our Children record and Privacy Notice).
- Information is kept in a manual file, or electronically. Our staff may also use a computer to type reports, or letters. **When this** information is retained on the computer, it may be protected by either using strong passwords or encryption methods where appropriate.
- Where it is helpful to keep an electronic copy, we download it onto a disc, labelled with the child's name and kept securely in the child's file.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- Our staff discuss children's general progress and well-being together in meetings, but more sensitive information is restricted to our manager or lead safeguarding officer and the child's key person, and is shared with other staff or Committee on a need to know basis.
- We do not discuss children with staff who are not involved in the child's care, nor with other parents or anyone else outside of the setting.
- Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
- Where third parties share information about an individual our practitioners and managers check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.
- Any request for reports of children that are electronical sent will have a password,

Client access to records procedures

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

- The parent is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that our setting has compiled on them.
- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the Pre-School Supervisor.
- We acknowledge the request in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
- Our written acknowledgement allows one month for the file to be made ready and available. We will be able to extend this by a further two months where requests are complex or numerous. If this is the case, We will inform you within one month of the receipt of the request and explain why the extension is necessary
- A fee may be charged for repeated requests, or where a request requires excessive administration to fulfil.
- The Pre-School Supervisor informs the chairperson of the management committee and and legal advice may be sought before sharing a file.. Our Pre-School's Supervisor goes through the file with the Chairperson and ensures that all documents have been filed correctly, that entries are in date order and that there are no missing pages. They note any information, entry or correspondence or other document which mentions a third party.
- We write to each of those individuals explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is.
- They are asked to reply in writing to our Pre-School's Supervisor giving or refusing consent for disclosure of that material.
- We keep copies of these letters and their replies on the child's file.
- 'Third parties' include each family member noted on the file; so where there are separate entries pertaining to each parent, step parent, grandparent etc. we write to each of them to request third party consent.
- Third parties also include workers from any other agency, including children's social care and the health authority for example. Agencies will normally refuse consent to share information, preferring instead for the parent to be redirected to those agencies for a request to see their file held by that agency.
- Members of our staff should also be written to, but we reserve the right under the legislation to override a refusal for consent or to just delete the name of the staff member and not the information. We may grant refusal if the member of staff has provided information that could be considered 'sensitive' and the staff member may be in danger if that information is disclosed; or if that information is the basis of a police investigation. However, if the information is not sensitive, then it is not in our interest to withhold that information from a parent. In each case this should be discussed with members of staff and decisions recorded.
- When we have received all the consents/refusals our Pre-School's Supervisor manager takes a photocopy of the complete file. On the copy of the file, our manager removes any information that a third party has refused consent for us to disclose and blank out any references to the third party, and any information they have added to the file, using a thick marker pen.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- The copy file is then checked by the chairman and legal advisors to verify that the file has been prepared appropriately.
 - What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
 - We photocopy the 'clean copy' again and collate it for the parent to see.
 - Our Pre-School's Supervisor informs the parent that the file is now ready and invite[s] him/ her to make an appointment to view it.
 - Our Pre-School's Supervisor and their line manager the Chairman meet with the parent to go through the file, explaining the process as well as what the content of the file records about the child and the work that has been done. Only the person(s) with parental responsibility can attend that meeting, or the parent's legal representative or interpreter.
 - The parent may take a copy of the prepared file away; but, to ensure it is properly explained to and understood by the parent, we never hand it over without discussion.
 - It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. Our recording procedures and guidelines ensure that the material reflects an accurate and non-judgemental account of the work we have done with the family.
 - If a parent feels aggrieved about any entry in the file, or the resulting outcome, then we refer the parent to our complaints procedure.
 - The law requires that the information we hold must be held for a legitimate reason and must be accurate (see our Privacy Notice). If a parent says that the information we hold is inaccurate, then the parent has a right to request for it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent, we retain the right not to change that entry, but we can record the parent's view of the matter. In most cases, we would have given a parent the opportunity at the time to state their side of the matter, and it would have been recorded there and then.
 - If there are any controversial aspects of the content of a child's file, we must seek legal advice. This might be where there is a court case between parents, where social care or the police may be considering legal action, or where a case has already completed and an appeal process is underway.
 - We never 'under-record' for fear of the parent seeing, nor do we make personal notes' elsewhere.
 - Telephone advice regarding general queries may be made to The Information Commissioner's Office Helpline
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the Pre-School or another (third party) agency.

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

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

Legal framework

- General Data Protection Regulations (GDPR) (2018)
- Human Rights Act (1998)
- General Data Protection Regulations 25 May 2018 to come effective

Further guidance

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

This policy was adopted at a meeting of	East Hanningfield Pre-School
Held on	4 th November 2021
Date to be reviewed	Next AGM
Signed on behalf of the management	

EAST HANNINGFIELD PRE-SCHOOL POLICIES

committee	
Name of signatory	Amanda Gilmour
Role of signatory (e.g. chair)	Chair

General Safeguarding and Welfare Requirement: Information and records

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

Safeguarding children

(14) Information sharing

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

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

Policy statement

East Hanningfield Pre-School recognise that parents have a right to know that information they share will be regarded as confidential as well as be informed about the circumstances, and reasons, when 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 personal data including protection against accidental loss, destruction or damage, using appropriate technical or organisational measures

We share information with the Local Authority about children attending our Pre-School as part of the annual Early Years Education Entitlement headcount.

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

The decision should never be made as an individual, but with the back-up of management committee officers. The management committee 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.

The three critical criteria are:

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

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.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

1. *Remember that the General Data Protection Regulations 2018 and human rights law are not barriers to justified information sharing as per the Children Act 1989 but provide a framework to ensure that personal information about living individuals is shared appropriately.*

- Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information both within the setting, as well as with external agencies.

2. *Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their consent unless it is unsafe or if I have a legal obligation to do so. The Privacy Notice is available on the pre-school website and parents can request a copy, A hard copy is available at pre-school for parents to view at the point of registration and this can be explained further*

In our setting we ensure parents:

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

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

- Our staff discuss concerns about a child routinely in supervision and any actions are recorded and then placed in the Safeguarding secure 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 managers seek advice if they need to share information without consent to disclose.

4. *Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.*

- We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation.
- Our guidelines for consent are part of this procedure.
- Our manager is conversant with this and is able to advise staff accordingly.

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

In our setting we:

- record concerns and discuss these with our designated persons or designated officer from the management team for child protection matters;
- record decisions made and the reasons why information will be shared and to whom; and
- follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.

6. *Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*

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

EAST HANNINGFIELD PRE-SCHOOL POLICIES

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

- Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

Consent

When parents choose our setting for their child, they will share information about themselves and their families. This information is regarded as confidential. Parents have a right to be informed that we will 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 prospectus.
- Parents sign our Registration Form at registration to confirm that they understand this.
- We ask parents to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- We give parents copies of the forms they sign.
- 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. Please also see our Safeguarding Children and Child Protection Policy.

Legal framework

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

Further guidance

- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2018)
- What to do if you're worried a child is being abused: Advice for practitioners (HM Government 2015)
- Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government 2018)

EAST HANNINGFIELD PRE-SCHOOL POLICIES

This policy was adopted at a meeting of	East Hanningfield Pre-School
Held on	4 th November 2021
Date to be reviewed	Next AGM
Signed on behalf of the management committee	
Name of signatory	Amanda Gilmour
Role of signatory (e.g. chair)	Chair

EAST HANNINGFIELD PRE-SCHOOL POLICIES

Safeguarding and Welfare Requirement: Information and records

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

Record keeping

(15) Provider records

Policy statement

East Hanningfield Pre-School keeps records for the purpose of maintaining our Charity business. These include:

- Records pertaining to our registration.
- Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of staff including their name, home address and telephone number.
- Names, addresses and telephone numbers of anyone else who is regularly in unsupervised contact with the children.

Our records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records and these 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 the officers of the management committee who ensure they are kept securely.
- All records are kept in an orderly way in files and filing is kept up-to-date.
- Financial records are kept up-to-date for audit purposes.
- Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed.
- Our Public Liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.
- **We notify Ofsted of any change:**
 - in the address of the premises;
 - to the premises which may affect the space available to us or the quality of childcare we provide;
 - to the name and address of the provider, or, the provider's contact information;
 - to the person managing the provision;
 - any significant event which is likely to affect our suitability to look after children; or
 - any other event as detailed in the Early Years Foundation Stage Statutory Framework for the Early Years Foundation Stage (DfE 2014)

Legal framework

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

This policy was adopted at a meeting of	East Hanningfield Pre-School
Held on	4 th November 2021
Date to be reviewed	Next AGM
Signed on behalf of the management committee	
Name of signatory	Amanda Gilmour
Role of signatory (e.g. chair)	Chair

General Welfare Requirement: Documentation

Providers must maintain records, policies and procedures required for the safe and efficient management of the settings and to meet the needs of the children.

Record keeping

(16) Children's records

Policy statement

East Hanningfield Pre-School have record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework 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 Client Access to records and our procedures for information sharing policy .

Procedures

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

We keep two kinds of records on children attending our Pre-School:

Developmental records

- These include observations of children in the Pre-School, photographs, video clips and samples of their work and summary developmental reports.
- We will let parents know if their key person updates key children records at home, and these will be returned to the pre-school next working day.
- We have learning journey folder available for all the children and parents/carers to be able to access this folder within the Pre-School hall, if a parent takes this off the premises it must be returned the next working day.
- We ask parent/carers consent within each child's registration form, so we can use photos which may contain their child in another child's learning journeys.
- We will respect parents/carers wishes where they state that their child must not be included in any other child's photo.
- These are usually kept in the hall and can be freely accessed, and contributed to, by staff, the child and the child's parents/carers, these are called children's learning journeys.

Personal records

- Personal details – These include registration and admission forms, signed consent forms,
- Contractual matters – including a copy of the signed parent contract, the child's days and times of attendance, a record of the child's fees, any fee reminders or records of disputes about fees.
- Child's development, health and well-being – including a summary only of the child's EYFS profile report, a record of discussions about every day matters about the child's development health and well-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 and are kept secure by the supervisor in charge or session supervisor Correspondence and Reports are stored in the child learning journey or Senco folder and are locked away at night..
- We read any correspondence in relation to a child, note any actions and file it as soon as possible.
- We ensure that access to children's files is restricted to those authorised to see them and make entries in them, this being our manager, deputy or designated person for child protection, the child's key person, or other staff as authorised by our manager and other staff.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- We may be required to hand children's personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a S11 audit, as long as authorisation is seen. We ensure that children's personal files are not handed over to anyone else to look at.
- Parents have access, in accordance with our Privacy Notice, Confidentiality Client Access to Records policy, to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for three years after they have left the Pre-School, except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place.

Archiving children's files

- When a child leaves our setting we remove all paper documents from the child's personal file and place them in a robust envelope, with the child's name and date of birth on the front and the date they left.
- We seal this and place it in an archive box, stored in a safe place (i.e. a locked cabinet) for three years. After three years it is destroyed.
- If data is kept electronically it is encrypted and stored as above.
- Where there were s.47 child protection investigations, we mark the envelope with a star and archive it for 25 years.
- We store financial information according to our finance procedures.

Other records

- We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.
- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students on Early Years Alliance or other recognised qualifications and training, when they are observing in the Pre-School, are advised of our confidentiality and Client Access to Records policy and are required to respect it, this includes using internet websites.

Legal Framework

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

Further guidance

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

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Signed on behalf of the management committee	
Name of signatory	Amanda Gilmour
Role of signatory (e.g. chair)	Chair

Safeguarding and Welfare Requirement: Information and records

We must put in place a written procedure for dealing with concerns and complaints from parents and/or carers.

Safeguarding children (17) Making a complaint

Policy statement

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

Procedures

East Hanningfield Pre-School is required to keep a 'summary log' of all complaints that reach stage two or beyond. This is to be made available to parents as well as to Ofsted inspectors. A full procedure is set out in the Early Years Alliance publication *Summary Complaints Record*.

Methods

To achieve this, we operate the following complaints procedure.

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of the Pre-School's provision talks over, first of all, his/her concerns with the Pre-School Supervisor.
- Most complaints should be resolved amicably and informally at this stage.
- We record the issue, and how it was resolved, in the child's file. However if the complaint involves a detailed investigation, the Pre-School Supervisor may wish to store all information relating to the investigation in a separate file designated for this complaint.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the Pre-School Supervisor and the Chair of the management committee,
- For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the above-mentioned publication; the form may be completed with the person in charge and signed by the parent.
- The Pre-School stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the Pre-School Supervisor may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, the Pre-School Supervisor meets with the parent to discuss the outcome.
- Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record, which is made available to Ofsted on request.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the Pre-School Supervisor and the chair of the management committee, who may delegate her position to another committee member if felt appropriate (deputy).
- The parent should have a friend or partner present if required and the Supervisor should have the support of the chairperson of the management committee or delegated person.
- An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

Stage 4

- If at the stage three meeting the parent and Pre-School cannot reach agreement, an external mediator is invited to help such as our Early Years Alliance representatives, to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- Staff or volunteers within the Early Years Alliance are appropriate persons who could be invited to act as mediators.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with the Pre-School personnel (Pre-School Supervisor and chair of the management committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent, the Pre-School Supervisor and the chair of the management committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

The role of the Office for Standards in Education, Children's Services and Skills (Ofsted) and the Local Safeguarding Children Board or local safeguarding partners and the Information Commissioner's Office.

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the Pre-School's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements of the Early Years Foundation Stage are adhered to. The number to call Ofsted with regard to a complaint is: 0300 123 1231
- These details are displayed on our Pre-School's notice board.
- If a child appears to be at risk, our Pre-School follows the procedures of the Local Safeguarding Children Board in our local authority.
- In these cases, both the parent and Pre-School are informed and the Pre-School Supervisor works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.
- The Information Commissioner's Office (ICO) can be contacted if you have made a complaint about the way your data is being handled and remain dissatisfied after raising your concern with us. For further information about how we handle your data, please refer to the Privacy Notice given to you when you registered your child at our setting. The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk

Records

- A record of complaints against our Pre-School and/or the children and/or the adults working in our Pre-School is kept for at least three years, including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in the Complaint Investigation Record which is available for parents and Ofsted inspectors on request.

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Name of signatory	Amanda Gilmour
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Safeguarding and Welfare Requirement: Information and records

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

Partnership

(18) Parental involvement

Policy statement

East Hanningfield Pre-School believes that children benefit most from early years education and care when parents and settings work together in partnership.

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

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

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

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

Procedures

- We have a means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children.
- We make every effort to accommodate parents who have a disability or impairment.
- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the Pre-School is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them, including our Safeguarding *Children and Child Protection* policy and our responsibilities under the Prevent Duty. A hard copy of our policies is available for parents to view or a disk can be loaned to view at home or you can obtain the policies online with a password please ask the supervisor or staff for this password. .
- Information about a child and his or her family is kept confidential within our setting. We provide you with a privacy notice that details how and why we process your personal information. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child's development that need to be shared with another agency.
- We will seek parental permission unless there are reasons not to in order to protect the safety of the child. Reference is made to our information Sharing Policy on seeking consent for disclosure.
- We seek specific parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- The expectations that we make on parents are made clear at the point of registration.
- We make clear our expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
- We seek parents' views regarding changes in the delivery of our service.
- We encourage and support parents to play an active part in the governance and management of the Pre-School through the Pre-School committee.
- We encourage parents to become involved in the social and cultural life of the setting and actively contribute to it.
- As far as possible our service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
- We provide sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- Our key persons will meet with parents to discuss their child's progress and to share concerns if they arise.
- Where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs.
- Where applicable, our key persons work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We support families to be involved in activities that promote their own learning and well-being; informing parents about relevant conferences, workshops and training.
- We provide information about opportunities to be involved in the Pre-School in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language making every effort to provide an interpreter for parents who speak a language other than English and to provide translated written materials.
- We hold meetings in venues that are accessible and appropriate for all and will consult with parents about the times of meetings to avoid excluding anyone.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the Pre-School and about young children's learning, in the Pre-School and at home. There are opportunities for parents to take active roles in supporting their child's learning in the setting: informally through helping out or taking part in activities with their child, or through structured projects engaging parents and staff in learning about children's learning.

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

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

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Name of signatory	Amanda Gilmour
Role of signatory (e.g. chair)	Chair

General Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment.

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

Equipment

(19) Selecting Play Equipment and Toys Policy

Policy Statement

The equipment and toys provided by the East Hanningfield Pre-School allow opportunities for children, with adult help, to develop new skills and ideas in the course of their play and exploration.

Aims and methods

- Is suitable for the ages and stages of the child's education and development.
- Conforms to all relevant safety regulations and is sound and well made.
- Offers challenging opportunities to develop physical, social, personal and intellectual skills.
- Features positive images of people, of both sexes, from a range of ethnic and cultural groups, with and without disabilities.
- Includes a range of raw materials which can be used in a variety of ways and encourages creativity and problem solving.
- Will enable children, with adult support, to develop individual potential and move towards required development matter learning goals.
- Are checked and cleaned regularly and broken toys discarded and recorded in a disposal book, then the Committee informed to as for replacement.
- Where necessary local toy and book libraries are used to supplement resources.
- We welcome suggestions from children, parents /carers and staff for new ideas for resources and we operate a wish list for suggestions.
- Inventories of all toys are kept in the equipment cupboard and Operational Plan. Records of checks made are kept in the register.

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General Safeguarding and Welfare Requirement: Health

We must promote the good health of children attending the setting

Safety and suitability of premises, environment and equipment: Safety

We take reasonable steps to ensure the safety of children, staff and others on the premises

Health and safety

(20) Health and safety general standards

Policy statement

East Hanningfield Pre-School believes that the health and safety of children is of paramount importance. We make our Pre-School a safe and healthy place for children, parents, staff and volunteers.

- We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Our members of staff responsible for health and safety are Diane Batt, and Sue Belham
- Our officers keep regularly up-date their knowledge and understanding.
- We display the necessary Health & Safety poster in the main Pre-School hall.

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for Public Liability Insurance is displayed on the notice board in the corridor.

Procedures

Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the Pre-School.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- We operate a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own or leave on their own after dark.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.
- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used. This record states what the risks are and what to do if they have contact with eyes or skin or are ingested. It also states where they are stored.
- We keep all cleaning chemicals in their original containers.

Windows

- Low level windows are checked daily for any accidental breakage and are made safe.

Doors

- We take precautions to prevent children's fingers from being trapped in doors.

Floors

- All floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

Electrical/gas equipment

- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

Storage

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

Outdoor area

Outdoor play: All children shall be given the opportunity to play in the fresh air throughout the year, in our Pre-School play area which is a free flow area from the Pre-School main hall. We also play in the park play area adjacent to the Village Hall which is supervised by staff to the same ratios of adult to children as in the Pre-School.

- Our outdoor area is fenced, staff supervise this area when children are playing outside.
- Our outdoor area is checked for safety and a risk assessment is carried out and any rubbish is cleared before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Our outdoor sand tray is covered when not in use and is cleaned regularly.
- All outdoor activities are supervised at all times.

Sun Policy

We promote sun safety which forms part of our duty of care to ensure the health and wellbeing of your child/children during Pre-School hours. This is to encourage the necessary culture change regarding attitudes towards sun safety required to combat the soaring rates of skin cancer in the UK.

Whilst we recognise that some sun is good for us, we are mindful of the importance of protecting the children in our care from the dangers of over exposure to UV.

Skin cancer is now the most common and fastest rising cancer in the UK. Malignant melanoma, the deadliest form of the disease is now the most common cancer in young adults aged 15-34. Burning as a young child can cause irreparable damage to a child's delicate skin that over time can develop with serious consequences.

However, skin cancer is almost entirely preventable and simple steps can be undertaken to ensure that your child's skin is protected from the sun's harmful rays.

We therefore believe that together we have a duty of care to ensure that our children grow up with sufficient knowledge of sun safety and that all children at the Pre-School are adequately protected against the sun's harmful rays. As such we will be utilising to teach children in our care basic sun safe messages.

we have always strongly encouraged parents to send their child/children to Pre-School with sunscreen applied and a hat to use during outdoor play in the hotter months, we can apply sun cream if a permission form has been completed. (Please label each item with your child's name to ensure its safe return).

Sun hats should be either broad-brimmed or legionnaire style (to shade the face, neck and ears that can easily burn) and sunscreen should offer broad spectrum UVA/UVB protection with a minimum 4 star rating and Sun Protection Factor 30+.

As part of our commitment to providing a sun safe environment we also recognise that role models have a key part to play in influencing children's behaviour in regard to sun protection practices. It is therefore important that our staff as well as parents and/or guardians are seen to be actively adopting the same sun safe practices. We have therefore also supplied each parent/guardian with a 'Sun Safety Fact Sheet' provided by the national skin cancer charity Skcin, for you to read and retain.

We hope you understand our concern for the health and wellbeing of your child/children For further information about skin cancer, its prevention, sun safety and the charity 'Skcin', please visit www.skcin.org

EAST HANNINGFIELD PRE-SCHOOL POLICIES

Hygiene posters

- We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the Pre-School which includes play room(s), kitchen, rest area, toilets and nappy changing areas.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
- We implement good hygiene practices by:
 - cleaning tables between activities;
 - cleaning toilets regularly;
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
 - providing sets of clean clothes;
 - providing tissues and wipes; and
 - ensuring individual use of paper towels.

Activities and resources

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the Pre-School.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children who are sleeping are checked regularly.
- If children fall asleep in-situ, it may be necessary to move or wake them to make sure they are comfortable.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.
- Large pieces of equipment are discarded only with the consent of the Supervisor and the chairperson.

Legal Framework

- Health and Safety at Work Act (1974)
- Management of Health and Safety at Work Regulations 1992
- Electricity at Work Regulations 1989
- Control of Substances Hazardous to Health Regulations(COSHH) (2002)
- Manual Handling Operations Regulations 1992 (as amended)
- Health and Safety (Display Screen Equipment) Regulations 1992

Further guidance

- *Health and Safety Law: What you Should Know (HSE 1999)*
www.hse.gov.uk/pubns/law.pdf
- *Health and Safety Regulation...a Short Guide (HSE 2003)*
www.hse.gov.uk/pubns/hsc13.pdf
- Electrical Safety and You (HSE 2012)
- COSHH: A Brief Guide to the Regulations (HSE 2005)
www.hse.gov.uk/pubns/indg136.pdf
- Manual Handling – Frequently Asked Questions (HSE)
www.hse.gov.uk/contact/faqs/manualhandling.htm
- National skin cancer charity Skcin, www.skcin.org

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Safeguarding and Welfare Requirement: Health

We promote the good health of the children attending the setting

Promoting health and hygiene **(21) Nappy changing and soiled clothing**

Policy statement

No child is excluded from participating in our Pre-School who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time. We make the necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained. We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgmental concern of adults.

Procedures

- The key person will check with the parent for the required times that the child may need to be changed. Any soiled nappies or pull-ups or clothing will be changed as soon as it has been noticed by a member of staff.
- We request our parents to provide nappies, pull ups and two changes of clothing for children to help the child's transition.
- Young children from two years should wear 'pull ups' or other types of trainer pants as soon as they are comfortable with this and their parents agree.
- Key persons undertake changing young children in their key group; back up key persons change them if the key person is absent.
- Changing areas are warm and there are safe areas to lay young children if they need to have their bottoms cleaned.
- Each young child has their own bag to hand with their nappies or 'pull ups' and changing wipes.
- Gloves and aprons are put on before changing starts and the areas are prepared, and cleaned with anti-bacterial spray before use.
- Sometimes gloves are not always required for a wet nappy where there is no risk of infection, however, gloves are always available for those staff who choose to wear them. Gloves are always worn for a 'soiled' nappy.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, key persons ensure that nappy changing is relaxed and a time to promote independence in young children.
- Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- They should be encouraged to wash their hands and have soap and paper towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Key persons are gentle when changing; they avoid pulling faces and making negative comment about 'nappy contents'.
- Key persons do not make inappropriate comments about young children's genitals when changing their nappies
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Nappies and 'pull ups' are disposed of hygienically. Any soil (faeces) in nappies or pull ups is flushed down the toilet and the nappy or pull up is bagged and put in the bin for the parent to take home at the end of session. Ordinary pants that have been wet or soiled are and bagged for the parent to take home.
- If young children are left in wet or soiled nappies/pull ups in the setting this may constitute neglect and will be a disciplinary matter. Settings have a 'duty of care' towards children's personal needs.
- We inform parents/carers of any nappy changes or changes of clothing by a written note

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Held on	4th November 2021
Date to be reviewed	Next AGM
Signed on behalf of the management committee	
Name of signatory	Amanda Gilmour
Role of signatory (e.g. chair)	Chair

General Safeguarding and Welfare Requirement: Smoking

We have a no-smoking policy, and must prevent smoking in a room, or outside play area, when children are present or about to be present.

Promoting health and hygiene (22) No-smoking Policy

Policy statement

East Hanningfield Pre-School complies with Health and Safety regulations and the Welfare Requirements of the EYFS in making our Pre-School a no-smoking environment - both indoor and outdoor.

Procedures

- All staff, parents and volunteers are made aware of our No-smoking Policy.
- No-smoking signs are displayed prominently.
- The No-smoking Policy is stated in information for parents and staff.
- We actively encourage no-smoking by having information for parents and staff about where to get help to stop smoking if they are seeking this information.
- Staff who smoke do not do so during working hours, unless on a scheduled break and off the premises.
- Staff who smoke during working hours and travelling to and from work must not do so whilst wearing a setting uniform, or must at least cover the uniform.
- E-cigarettes are not permitted to be used on the premises.
- Staff who smoke or use e-cigarettes during their scheduled breaks go well away from the premises.
- Staff who smoke during their break make every effort to reduce the effects of odour and passive smoking for children and colleagues
- Staff are made aware that failure to adhere to this policy and procedures may result in disciplinary action.
- It is a criminal offence for employees to smoke in smoke-free areas, with a fixed penalty of £50 or prosecution and a fine of up to £200.

Legal framework

- The Smoke-free (Premises and Enforcement) Regulations 2006
www.opsi.gov.uk/si/si2006/20063368.htm
- The Smoke-free (Signs) Regulations 2012

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Safeguarding and Welfare

We promote the good health of children attending the setting. We will discuss with parents and/or **Requirement: Health** carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.

Promoting health and hygiene

(23) Managing children with allergies, who are sick or infectious, and personal hygiene

(Including reporting notifiable diseases)

Policy statement

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

Procedures for children with allergies

- When parents start their children at the Pre-School they are asked if their child suffers from any known allergies. This is recorded on the registration form.
- If a child has an allergy, a risk assessment form is completed to detail the following:
 - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc.).
 - The nature of the allergic reactions e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
 - What to do in case of allergic reactions, any medication used and how it is to be used (e.g. Epipen).
 - Control measures – such as how the child can be prevented from contact with the allergen.
 - Review is done.
- This form is kept in the child's personal file and the allergies are marked on the registers.
- Advice should be sought from the local health authority information services regarding training staff in how to administer special medication in the event of an allergic reaction.
- Staff will be trained on administering medicine before the child starts Pre-School or the parent will have to accompany them to the Pre-School and stay with the child.
- A health care plan will also be completed.
- Generally, no nuts or nut products are used within the Pre-School.
- Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

Insurance requirements for children with allergies and disabilities

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

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

Oral Medication

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

- Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
- The group must be provided with clear written instructions on how to administer such medication.
- All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.
- The group must have the parents or guardians prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to your insurance provider.

Lifesaving medication & invasive treatments

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

- The Pre-School must have:

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
 - written consent from the parent or guardian allowing staff to administer medication; and
 - proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.
- Copies of all three letters relating to these children must first be sent to the Early Years Alliance Insurance Department for appraisal (if you have another provider, please check their procedures with them). Confirmation will then be issued in writing confirming that the insurance has been extended.
- Treatments, such as inhalers or Epipens are immediately accessible in an emergency.

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

- Prior written consent from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
- Key person to have the relevant medical training/experience, which may include those who have received appropriate instructions from parents or guardians, or who have qualifications.
- Copies of all letters relating to these children must first be sent to the Early Years Alliance Insurance Department for appraisal (if you have another provider, please check their procedures with them). Written confirmation that the insurance has been extended will be issued by return.

If you are unsure about any aspect, contact the Early Years Alliance Insurance Department on 020 7697 2585 or email insurance@eyalliance.org.uk.

Procedures for children who are sick or infectious

- If children appear unwell during the day – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the Supervisor calls the parents and asks them to collect the child, or send a known carer to collect on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts.
- Temperature is taken using a 'fever scan' kept near to the first aid box.
- In extreme cases of emergency the child should be taken to the nearest hospital and the parent informed.
- Parents are asked to take their child to the doctor before returning them to the Pre-School; the Pre-School can refuse admittance to children who have a temperature, sickness and diarrhea or a contagious infection or disease.
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the Pre-School.
- After sickness or diarrhoea, parents are asked to keep children home for 48 hours or until a formed stool is passed.
- The setting has a list of excludable diseases and current exclusion times a copy is given to parents at induction visit, and is also available on our website.
- We have a list of excludable diseases and current exclusion times. The full list is obtainable from www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities and includes common childhood illnesses such as measles.

Parents are asked to keep their children at home if they have any infection, and to inform the Supervisor of the Pre-School as to the nature of the infection so that other parents can be alerted, and for observations to be kept on any other child who appears unwell. Staff need to be kept informed so that any notifiable disease or food poisoning can be notified to Ofsted.

Staff children

If any child of a member of the Pre-School staff is unwell, they will not accompany the parent to Pre-School.

Reporting of 'notifiable diseases'

- If a child or adult is diagnosed suffering from a notifiable disease under the Public Health (Infectious Diseases) Regulations 2488, the GP will report this to the Public Health England
- When the Pre-School becomes aware, or is formally informed of the notifiable disease, the Supervisor informs Ofsted and acts on any advice given by the Public Health England

EAST HANNINGFIELD PRE-SCHOOL POLICIES

HIV/AIDS/Hepatitis procedure and changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit procedure

- HIV virus, like other viruses such as Hepatitis, (A, B and C) are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.
- Single use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Protective rubber gloves are used for cleaning/sludging clothing after changing.
- Spare laundered clothing shall be made available in case of accidents and polythene bags available in which to wrap soiled garments. The clothing is kept in clearly marked storage boxes, which are located outside the toilet doors to avoid soiling but enable ease of access.
- Soiled clothing is rinsed and either bagged for parents to collect.
- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; cloths used are disposed of.
- Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.

Nits and head lice

- Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared.

On identifying cases of head lice, all parents/carers are informed. A notice to the effect shall be displayed on the Pre-School notice board and leaflets describing the treatment that are available to all parents. Infected children are not identified to other parents/carers. Parents/carers are asked to treat their child and all the family if they are found to have head lice.

Personal hygiene.

To prevent the spread of infection, all adults and children at the Pre-School shall ensure that the following good practices are observed:

- Hands washed with a liquid soap after using the toilet and before handling food and dry hands on disposable paper towels.
- Children with pierced ears shall not be allowed to try on or share each other's earrings.
- Children shall be encouraged to cover their mouths when coughing or sneezing using disposable tissues, place their tissues in an appropriate bin and using liquid soap to wash their hands and dry on disposable paper towels.
- A box of tissues shall be available and children encouraged to blow and wipe their noses when necessary. All soiled tissues shall be disposed of hygienically in to a covered swing bin.
- Paper towels used and disposed of appropriately.

Legal framework

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995 (As Amended)

Further guidance

- Managing Medicines in Schools and Early Years Settings (DfES 2005)
<http://publications.teachernet.gov.uk/eOrderingDownload/1448-2005PDF-EN-02.pdf>

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Name of signatory	Amanda Gilmour
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Safeguarding and Welfare Requirement: Health

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

Health and safety

(24) Food hygiene

(Including procedure for reporting food poisoning)

Policy statement

East Hanningfield Pre-School provide food for children on the following basis

- Snacks.

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

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

Procedures

- The persons in charge are Sue Belham and Diane Batt, they are responsible for food preparation and understand the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to their business. This is set out in *Safer Food Better Business*. The basis for this is risk assessment as it applies to the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
- All staff follow the guidelines of *Safer Food Better Business*.
- We have members of staff who have an in-date Food Hygiene Certificate.
- The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently. (See *Safer Food Better Business*.)
- We use reliable suppliers for the food we purchase.
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
- Packed lunches are stored in a cool bag; un-refrigerated food is served to children within 4 hours of preparation at home.
- Food preparation areas are cleaned before use as well as after use.
 - There are separate facilities for hand-washing and for washing up.
 - Staff always wash hands under running water before handling food and after using the toilet.
 - Staff are not to be involved with the preparation of food if suffering from any infection/contagious illness or skin trouble.
 - Staff never cough or sneeze over food.
 - The Pre-School uses different cleaning cloths for kitchen and play areas.
 - Prepare raw and cooked foods in separate areas using separate utensils and cutlery.
 - Food is covered or refrigerated.
 - Food waste is disposed of daily and out of reach of the children.
 - A lid is kept on the dustbin and wash hands after disposal of the waste.
 - Wash fresh fruit and vegetables thoroughly before use.
 - Any food that requires heating shall be heated immediately prior to serving and not left standing. No food or drink shall be re-heated.
 - All utensils, crockery etc. shall be kept clean and stored appropriately, e.g. in a closed cupboard or drawer and rinsed before use.
 - Tea towels shall be kept scrupulously clean and washed between sessions.
 - Cracked or chipped china shall not be used.
- All surfaces are clean and non-porous.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.
- Food for children activities is either prepared on the premises or purchased from retailers.
- When children take part in cooking activities, they:
 - are supervised at all times;
 - understand the importance of hand washing and simple hygiene rules
 - are kept away from hot surfaces and hot water; and
 - do not have unsupervised access to electrical equipment such as blenders etc.

Reporting of food poisoning

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the Pre-School, the Supervisor will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation.
- If the food poisoning is identified as a notifiable disease under the Public Health (Infectious Diseases) Regulations 2488 the Pre-School will report the matter to Ofsted.
- Any confirmed cases of food poisoning affecting two or more children looked after on the premises the setting will also be notified to Ofsted as soon as is reasonably practicable, and always within 14 days of the incident.

Legal Framework

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

Further guidance

- *Safer Food Better Business* (Food Standards Agency)
www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/sfbbcaterers

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Safeguarding and Welfare Requirement: Health

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

Promoting health and hygiene

(25) Food and drink

Policy statement

East Hanningfield Pre-School regards snack and meal times as an important part of the Pre-School's day. Eating represents a social time for children and adults and helps children to learn about healthy eating. At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs.

Procedures

We follow these procedures to promote healthy eating in our Pre-School.

- Before a child starts to attend the Pre-School, we find out from parents their children's dietary needs and preferences, including any allergies. (See the Managing Children with Allergies policy)
- We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up-to-date. Parents sign the up-dated record sheet to signify that it is correct.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
- We plan menus in advance, involving children and parents in the planning.
- We display the menus of meals/snacks for the information of parents.
- We provide nutritious food for all meals and snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We select a variety of foods from the four main food groups:
 - meat, fish and protein alternatives;
 - dairy foods;
 - grains, cereals and starch vegetables; and
 - fruit and vegetables.
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
- We provide a vegetarian alternative on days when meat or fish are offered and make every effort to ensure Halal meat or Kosher food is available for children who require it.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We organise snack times so that they are social occasions in which children and staff participate.
- We use snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- In accordance with parents' wishes, we inform parents who provide food for their children about the storage facilities available in the Pre-School.
- We give parents who provide food for their children information about suitable containers for food.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.

For children who drink milk, we provide semi skimmed milk.

Packed lunches

We ask Parents to provide in their child's lunch box to:

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- ensure perishable contents of packed lunches are refrigerated or contain an ice pack to keep food cool;
- we inform parents of our policy on healthy eating;
- we encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts such as yoghurt or crème fraîche where we can only provide cold food from home. We discourage sweet drinks and can provide children with water or diluted fresh fruit juice;
- we discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort;
- we can provide children, bringing packed lunches, with plates, cups and cutlery; and
- ensure staff sit with children to eat their lunch so that the mealtime is a social occasion.

Food Poisoning

- We notify Ofsted of any food poisoning affecting two or more children looked after on the premises as soon as is reasonably practicable, but in any event within 14 days of the incident.

Legal Framework

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

Further guidance

- *Safer Food, Better Business*
www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/

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Safeguarding and Welfare Requirement: Staff qualifications, training, support and skills

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

Health – accident or injury

The first aid box accessible at all times with appropriate content for children. Providers must keep a written record of accidents and injuries and first aid treatment.

Promoting health and hygiene

(26) First aid

Policy statement

East Hanningfield Pre-School staff are able to take action to apply first aid treatment in the event of an accident involving a child, adult or staff. At least one member of staff with current first aid training is on the premises or on an outing at any one time. Newly qualified staff who achieved an early years qualification at level 2 or 3 on or after 30 June 2016 also have a paediatric first aid certificate in order to be counted in the adult:child ratios.

The first aid qualification includes first aid training for infants and young children. We aim to ensure that first aid training is local authority approved and is relevant to staff caring for young children. The first aid qualification includes first aid training for infants and young children. We have evidence of due diligence when choosing first aid training and ensure that it is relevant to adults caring for young children.

Named first aiders are displayed on the notice board.

Procedures

The First Aid Kit

The named person for its upkeep is Sue Belham.

Our first aid kit complies with the Health and Safety (First Aid) Regulations 2481 and usually contains the following items : Triangular bandages (ideally at least one should be sterile) - x 4.

- Sterile dressings:
 - a) Small (formerly Medium No 8) - x 3.
 - b) Medium (formerly Large No 9) – HSE 1 - x 3.
 - c) Large (formerly Extra Large No 3) – HSE 2 - x 3.
- Composite pack containing 20 assorted (individually-wrapped) plasters 1.
- Sterile eye pads (with bandage or attachment) e.g. No 16 dressing 2.
- Container or 6 safety pins 1.
- Guidance card as recommended by HSE 1.

In addition to the first aid equipment, each box should be supplied with:

- 2 pairs of disposable plastic (PVC or vinyl) gloves.
- 1 plastic disposable apron.
- a children's forehead 'strip' thermometer.
- A cold compress in kept in the freezer and the fridge.
- A list of staff who have current PFA certificates is displayed on the notice board.

- The first aid box is easily accessible to adults and is kept out of the reach of children (in the kitchen).
- Cuts or open sores, whether on members of staff or children, shall be covered with sticking plaster or other dressing, bearing relation to any allergy a child may have.
- No un-prescribed medication is given to children, parents or staff.
- At the time of admission to the Pre-School, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.
- Medication is only administered in line with our Administering Medicines policy.
- In the case of minor injury or accidents, first aid treatment is given by a qualified first aider.
- In the event of minor injuries or accidents, we normally inform parents when they collect their child, unless the child is unduly upset or we have concerns about the injury. In which case we will contact the child's parents for clarification of what they would like to do, i.e. whether they wish to collect the child and/or take them to their own GP.
- An ambulance is called for children, adults or staff requiring emergency treatment. We contact parents or family immediately and inform them of what has happened and where their child, adult or staff member has been taken.
- Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that they have been informed and are on their way to the hospital.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

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

Legal framework

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

Further guidance

- First Aid at Work: Your questions answered (HSE Revised 2009)
www.hse.gov.uk/pubns/indg214.pdf
- Basic Advice on First Aid at Work (HSE 2012)
www.hse.gov.uk/pubns/indg347.pdf
- Guidance on First Aid for Schools (DfEE 2014)
www.teachernet.gov.uk/_doc/4421/GFAS.pdf

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Safeguarding and Welfare Requirement: Health

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

Promoting health and hygiene (27) Administering medicines

Policy statement

East Hanningfield Pre-School policy to care for sick children, who should be at home until they are well enough to return to the Pre-School, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness.

The named person's for overseeing the children medicines records for administering medicines are Diane Batt/ Sue Belham.

In many cases, it is possible for children's GP's to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the Pre-School. If a child has not had a medication before, it is advised that the parent keeps the child at home for the first 48 hours to ensure no adverse effect as well as to give time for the medication to take effect.

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

The key person is responsible for the correct administration of medication to children for whom they are the key person. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, the Supervisor, Deputy or Designated Supervisor is responsible for the overseeing of administering medication. Our setting notifies our insurance provider of all required conditions, as laid out in our insurance policy.

Procedures

- Children taking prescribed medication must be well enough to attend the Pre-School.
- Only prescribed medication by a doctor (or other medically qualified person) is administered. It must be in-date and prescribed for the current condition. (Medicines containing aspirin will only be given if prescribed by a doctor).
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.
- Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
 - full name of child and date of birth;
 - name of medication and strength;
 - who prescribed it;
 - dosage to be given in the Pre-School;
 - how the medication should be stored and expiry date;
 - any possible side effects that may be expected should be noted; and
 - signature, printed name of parent and date.
- Parents must complete a Parental Agreement to Administer Medicine and Health Care Plan.
- Medicines Record book must be signed before the parent leaves.

Any medication required by a child is handed over by the parent/carer to the key person or supervisor in its original labeled and named container and the parent/carer must complete a consent form. Staff are aware of this procedure through staff induction training and in-house training.

- The administration is recorded accurately each time it is given and is signed by staff. Parents sign the record book to acknowledge the administration of a medicine. The medication record book records:
 - name of child;
 - name and strength of medication;
 - the date and time of dose;
 - dose given and method; and is

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- signed by key person/ Deputy/Designated supervisor.
- We use the Early Years Alliance's publication *Medication Record* for recording administration of medicine and comply with the detailed procedures set out in that publication.

Storage of medicines

- All medication is stored safely in a locked cupboard or refrigerated. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.
- The child's key person or Session Supervisor/Designated Supervisor is responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept in the Pre-School. Key persons or Session Supervisor/Designated Supervisor check that any medication held to administer on an as and when required basis, or on a regular basis, is in date and returns any out-of-date medication back to the parent.

All medicines will be marked clearly with the child's name and shall be stored in a locked cupboard in the kitchen. All staff are informed of this on induction day training.

- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.
- If rectal diazepam is given, another member of staff must be present and co-signs the record book.
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

Children who have long term medical conditions and who may require on ongoing medication

- A risk assessment is carried out for each child with long term medical conditions that require on-going medication. This is the responsibility of the Supervisor alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment.
- Parents will also contribute to a risk assessment. They should be shown around the Pre-School, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions key staff will need to have training in a basic understanding of the condition as well as how the medication is to be administered correctly. The training needs for staff is part of the risk assessment.
- The risk assessment includes vigorous activities and any other nursery activity that may give cause for concern regarding an individual child's health needs.

The risk assessment includes arrangements for taking medicines on outings and the child's GP's advice is sought if necessary where there are concerns.

Adrenaline injections/epipens for anaphylactic shock may not be administered unless we receive a letter from the child's GP/consultant stating the child's condition and the treatment required, a letter from the child's parent giving consent for staff to administer this medication and a completed staff training record for the staff members to administer of such medication, this training is done by a qualified nurse or GP. We will also need to extend our insurance in such a case.

The above consent, training and extension of insurance will also be needed in the case of a child needing apparatus to help with everyday life, e.g. colostomy bags, feeding tubes, breathing apparatus.

- A health care plan for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other staff who care for the child.
- The health care plan should include the measures to be taken in an emergency.
- The health care plan is reviewed every six months or more if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- Parents receive a copy of the health care plan and each contributor, including the parent, signs it.

Managing medicines on trips and outings

- If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication.
- Medication for a child is taken in a sealed plastic box clearly labelled with the child's name, name of the medication. The consent form is held in a folder in the kitchen and a copy in the children's application file. When medication is administered it will be recorded in the Medicines Record book.
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EAST HANNINGFIELD PRE-SCHOOL POLICIES

- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name, name of the medication. And a copy of the consent form signed by the parent..
- As a precaution, children should not eat when travelling in vehicles.
- This procedure is read alongside the outings procedure.

Legal framework

- The Human Medicines Regulations 2012

Further guidance

- Managing Medicines in Schools and Early Years Settings (DfES 2005)
<http://publications.teachernet.gov.uk/eOrderingDownload/1448-2005PDF-EN-02.pdf>

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Held on	4th November 2021
Date to be reviewed	Next AGM
Signed on behalf of the management committee	
Name of signatory	Amanda Gilmour
Role of signatory (e.g. chair)	Chair

General Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment.

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

Safeguarding children

(28) Maintaining children's safety and security on premises and Intruder Policy/Terrorist Policy

Policy statement

East Hanningfield Pre-School maintains the highest possible security of our premises to ensure that each child is safely cared for during their time with us. We may go in to a lock down procedure to keep the children safe and follow the procedures below.

Procedures

Children's personal safety

- We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the Disclosure and Barring Service (formerly Criminal Records Bureau).
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessment within the Pre-School or activity.
- A risk assessment checks on premises, both outdoors and indoors, will be made before every session. The risk assessment record is filed in the register. A more in-depth inspection is carried out weekly. This is to ensure children are not made vulnerable within any part of our premises, nor by any activity.
- A book shall be available at each session to report any accident/incident.
- Regular safety monitoring shall include the checking of the accident/incident record book, as a basis for risk assessment
- Equipment shall be checked regularly and any dangerous items repaired/discarded and the Committee informed.
- The layout and space ratios shall allow children and adults to move safely and freely between activities
- Fire doors shall never be obstructed and easily identifiable
- All fires, heaters, electric points and leads shall be adequately guarded,
- All dangerous materials, including medicines and cleaning materials shall be stored out of reach of children
- Children shall not have unsupervised access to kitchens, cookers or any cupboards storing hazardous materials including matches,
- Activities such as cooking, woodwork and energetic play receives close and constant supervision,
- Adults shall not walk about the play areas with hot drinks or place hot drinks within reach of children.

Security

- The times of the children's arrivals and departures are recorded.
- All parents and staff shall be made aware of the system in operation for children's arrivals and departures and an adult shall be at the door during these periods (see Arrival and Departure Policy).

The arrival and departure times of adults - staff, volunteers and visitors - are recorded, so that a complete record of all those present is available in any emergency.

- Our systems prevent children from leaving our premises unnoticed.
- During each session the main door shall remain locked. Any person, other than Pre-School staff, who wishes to enter the building shall ensure the supervisor or a member of staff is aware of their presence by ringing the bell push which is attached to the A frame by the entry door to the building. Access to the Pre-School, during a session, shall be via the main entry door, a notice to this effect shall be placed on the main door at the commencement of each Pre-School session.
- Children shall leave the group only with an authorised adult. If the child is to be collected by another party, staff must be notified by letter or if a parent verbally requests this is written in the collection book and a password is given to the person who is collecting the child.
- The personal possessions of staff and volunteers are securely stored during sessions.
- Our systems are designed to prevent unauthorised access to our premises. If a person does gain entry we follow the intruder policy below.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

Intruder Policy/ Terrorist attack

East Hanningfield Pre-School believes that the safety of the children and staff in our Pre-School is of paramount importance. We make every effort to keep our Pre-School secure from intruders.

The aim of this policy is to inform practitioners and parents/carers of the procedures to take in the event of an intruder being identified on the premises. All practitioners must be aware that it is their priority to maintain the safety of any children in their care as well as their own safety and to protect the Pre-School's environment and equipment.

An intruder is an individual in the Pre-School who has not followed established visitor procedures and may or may not be a safety hazard to the Pre-School. This policy provides a means of dealing with either situation.

- Any member of staff who observes an individual in the Pre-School who appears suspicious or out of place should either approach the individual (if safe to do so), ask for their name and purpose in the Pre-School or should contact the supervisor for assistance.
- The person approaching the suspicious individual must determine if the person poses a safety hazard or just needs to be made aware of the Pre-School's visitor policy.
- While determining the status of a visitor, every effort must be made to ensure children in our care are safe, feeling secure and where possible, continuing to be engaged in their current activities. If need be children must be given reassurances as to their own and others safety and wellbeing.

Procedure A – Visitor with legitimate business

- Identify the person and determine their purpose or need for being in the Pre-School.
- Escort person to Supervisor and have them sign in as a visitor ensuring they know visitor policy for next time.
- Review security to determine how access was gained.

Procedure B – Intruder who may pose a safety hazard

- Greet intruder, identify yourself and ask the purpose of the visit to the Pre-School.
- Ask a colleague to observe your approach to the intruder.
- Explain that all visitors must report to the Supervisor and escort them to the Supervisor.
- Depending on the circumstances and the demeanour of the intruder, the Supervisor will make every effort to call the police to report the incident. If the intruder appears agitated, irrational or refuses to leave the building in a peaceful manner, try to calm the person by talking in a low, calm voice whilst also trying to gain the attention of another staff member to call the police.
- If police are called and the individual leaves or attempts to leave prior to the police arriving, do not attempt to detain or restrain them. Contact the police to inform the responding officers that the individual has left the building, the direction and means of transport.
- If individual stays until police arrive, inform the officers what has happened that led to the individual being with you so they can establish probable cause for arrest for trespassing. Also verbally ask the subject not to return to the Pre-School whilst still in the presence of the police.
- Review security immediately and the log the incident and actions a.s.a.p.

Procedure C – Intruder who is armed or otherwise poses a safety hazard

- Member of staff to call out to other staff secret code xxxx so other staff are aware of safety hazard children should be moved to another area of the Pre-School without panic.
- Contact the police a.s.a.p. to report the incident, give all information regarding the location of the intruder, a physical description including clothing and any weapons involved. Monitor the location of intruder until police arrive.
- When confronting an intruder, take another member of staff with you, this will be either the supervisor or deputy. Direct intruder away from the main hall using casual conversation or body language to calm the situation. If a weapon is shown assure the intruder that it is not necessary to consider using it. Remain calm, do not attempt to disarm the intruder, back away slowly with both palms facing the intruder.
- Once police have arrived, provide location of intruder, description, any weapons, any statements made by the intruder.
- Be prepared to keep media, parents, and other community members out of the Pre-School. All other staff members shall remain with the children unless otherwise directed, reassuring and engaging them as appropriate.
- A thorough investigation of the incident will take place and report made by staff involved. Inform Ofsted and parents of the incident and subsequent investigation with due regard to data protection and confidentiality policies.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

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Held on	4th November 2021
Date to be reviewed	Next AGM
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Name of signatory	Amanda Gilmour
Role of signatory (e.g. chair)	Chair

General Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment

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

Promoting health and hygiene (29) Animals in the Pre-School

Policy Statement

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

Procedures

Animals in the Pre-School as visitors

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

- Children are taught correct handling and about the care of the animals or creatures and are supervised.
- Children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
- If animals or creatures are brought in by visitors to show the children they are the responsibility of the owner.
- The manager/ deputy carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

Visits to farms

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

Legal framework

- The Management of Health and Safety at Work Regulations 1999
www.opsi.gov.uk/SI/si2499/24993242.htm

Further guidance

- *Health and Safety Regulation...a short guide* (HSE 2003)
www.hse.gov.uk/pubns/hsc13.pdf

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General Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment

Children must be kept safe while on outings.

Safeguarding children

(30) Supervision of children on outings and visits

Policy statement

Children benefit from being taken out of the Pre-School to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. We have direct access to outdoor provision on our premises and will need to take children out daily.

Staff in our Pre-School ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

Procedures

- All off site activity has a clearly identified educational purpose with specific learning and development outcomes.
- There is a designated lead for each excursion who is clear about their responsibility as designated lead.
- Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the Pre-School.
- This general consent details the venues used for daily activities.
- There is a risk assessment for each venue carried out, which is reviewed regularly.
- Parents are always asked to sign specific consent forms before major outings.
- A risk assessment is carried out before an outing takes place.
- All venue risk assessments are made available for parents to see.
- Children with allergies or other specific needs have a separate risk assessment completed e.g. child with allergies visiting a supermarket.
- We maintain the ratios as in the Pre-School for visits to the recreation ground and walks behind the Pre-School.
- Our adult to child ratio is higher for visits to other venues, normally one adult to two children, depending on their age, sensibility and type of venue as well as how it is to be reached.
- Staff frequently count their designated children and ensure hands are held when on the street and crossing the road.
- Parents who accompany us on outings are responsible for their own child only. Where parents have undergone vetting with us as volunteers, they may be included in the adults to child ratio and have children allocated to them.
- We provide children 'high vis' vests to wear.
- Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.
- Major outings are recorded on an outings sheet kept in the Pre-School stating:
 - The date and time of outing.
 - The venue and mode of transport.
 - Names of adults assigned to named children.
 - Time of return.
- Staff take a mobile phone on outings, and supplies of tissues, wipes, pants etc. as well as a mini first aid pack, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
- Staff take a list of children with them with contact numbers of parents/carers.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.
- A minimum of two staff should accompany children on outings and a minimum of two should remain behind with the rest of the children.
- We will take actions to keep the children safe and follow our intruder policy, any persons who poses a hazard to the safety of children or staff.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

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General Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment

We must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency

(31) Fire safety and emergency evacuation

Policy Statement

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

East Hanningfield Pre-School has a designated fire officer, Diane Batt

Aims

Our aims are:

- No child or adult will take unnecessary personal risks
- Staff fully understand the required procedures and understand their role
- Staff will follow day to day procedures to reduce the risk of fire
- We will follow the advice that the fire brigade give

Procedures

- The basis of fire safety is risk assessment. These are carried out by a 'competent person'.
- The Supervisor has received training in fire safety sufficient to be competent to carry out risk assessment.
- East Hanningfield Pre-School is in rented premises has an assessment that applies to the building and they review regularly.
- We will perform a formal risk management assessment at least once a year, and will monitor risks each day.
- We explained to new members of staff, parents and children visitors; about the fire drill procedure
- Children, staff, parents/carers, volunteers and visitors are shown where the fire exits are.
- Children hear the sound of the fire alarm when a drill is practiced.
- We will keep registers of children, staff and visitors to the Pre-School for each session.
- We will ensure all staff receive training on fire procedures.
- We practice a fire drill once every half term.
- We keep records of fire drills and the servicing of fire safety equipment
- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Smoke detectors/alarms and firefighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the hall's representative for fire safety and are clearly displayed in the premises.
- The hall's representative makes a regular assessment of the risks to fire in the building.

In the event of a fire occurring or practice, the fire alarm will sound, a member of staff must sound a whistle to alert everyone and gain their attention. The evacuation procedure to follow is:

- We will use the nearest available exit. The assembly point is the park play area or for practice children's play area at the rear of the hall, or alternatively the car park at the front of the hall.
- The evacuation will start immediately and people should not try to collect bags and other personal possessions.
- For safe evacuation one member of staff will be at the front and lead the children, then other staff in between other children, last member of staff to check the room, cupboards etc. to ensure the area has been cleared.
- If it is safe to do so, the session supervisor (or deputy) will collect the children's register and staff register (emergency contacts) and grab bag & medication and take them to the assembly point.
- member of staff will telephone the fire brigade on 999 and give appropriate details.
- At the assembly point, the registers will be called by the session supervisor and she will check for any unaccounted adults or children, and fire brigade will be told of any missing people. Nobody will be permitted to return to the building until the all clear is given by the fire brigade.
- A record of how long it takes to get the children out safely.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- In the event we cannot return to Pre-School we will use our designated refuge point which is located at East Hanningfield CE Primary School and parents are contacted by the session supervisor.

For fire drills, the above procedure will be followed except that the session supervisor will give the all clear.

The fire drill record book contains:

- Date and time of the drill.
- How long it took.
- Whether there were any problems that delayed evacuation.
- Any further action taken to improve the drill procedure.

Legal framework

- Regulatory Reform (Fire Safety) Order 2005
www.opsi.gov.uk/si/si2005/20051541.htm

Further guidance

- *Fire Safety Risk Assessment - Educational Premises* (HMG 2015)
www.communities.gov.uk/publications/fire/firesafetyrisk6

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Safeguarding and Welfare Requirement: Child Protection

We have and implement a policy, and procedures, to safeguard children.

Safeguarding children (32) Missing child

Policy statement

East Hanningfield Pre-School children's safety is maintained as the highest priority at all times both on and off premises. Every attempt is made through carrying out the outings procedure and the exit/entrance procedure to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed.

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing the key person/staff alerts the Pre-School Supervisor.
- The Pre-School Supervisor will carry out a thorough search of the building, field and car park to check to see if there has been a breach of security whereby a child could wander out through doors or fencing.
- The register is checked to make sure no other child has also gone astray.
- If the child is not found the missing child is reported to the police and the parent is contacted.
- The Pre-School Supervisor talks to the staff to find out when and where the child was last seen and records this.
- The Pre-School Supervisor contacts the chairperson and reports the incident. The chairperson, with the management committee, carries out an investigation and may come to the Pre-School immediately.

Child going missing on an outing

This describes what to do when staff have taken a small group on an outing, leaving the Pre-School Supervisor and/or other staff back in the Pre-School. If the Pre-School Supervisor has accompanied children on the outing, the procedures are adjusted accordingly.

What to do when a child goes missing from a whole Pre-School outing may be a little different, as parents usually attend and are responsible for their own child.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- The Pre-School Supervisor is contacted immediately (if not on the outing) and the incident is reported and recorded.
- The Pre-School Supervisor contacts the police and reports the child as missing.
- The Pre-School Supervisor contacts the parent, who makes their way to the Pre-School or outing venue as agreed with the Pre-School Supervisor. The Pre-School is advised as the best place, as by the time the parent arrives, the child may have been returned to the Pre-School.
- Staff take the remaining children back to the Pre-School.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The Pre-School Supervisor contacts the chairperson and reports the incident. The chairperson, with the management committee, carries out an investigation and may come to the Pre-School immediately.
- The Pre-School Supervisor, or designated staff member may be advised by the police to stay at the venue until they arrive.

The investigation

- Staff keep calm and do not let the other children become anxious or worried.
- The Pre-School Supervisor together with the chairperson or representative from the management committee speaks with the parent(s).
- The chairperson and management committee, carry out a full investigation taking written statements from all the staff in the room or who were on the outing.
- The key person/staff member writes an incident report detailing:
 - The date and time of the report.
 - What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
 - When the child was last seen in the group/outing.
 - What has taken place in the group or outing since the child went missing.
 - The time it is estimated that the child went missing.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- A conclusion is drawn as to how the breach of security happened. If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's Social Care may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, Ofsted is informed.
- The insurance provider is informed.

Managing people

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- The staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- Staff may be the understandable target of parental anger and they may be afraid. Pre-School supervisors need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
- The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the Pre-School Supervisor. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the Pre-School Supervisor and the other should be the chairperson of the management committee or representative, No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.
- The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.
- In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The chairperson will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice.

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Safeguarding and Welfare Requirement: Child Protection

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

Safeguarding Children (33) Uncollected child

Policy statement

In the event that a child is not collected by an authorised adult at the end of a session/day, the Pre-School puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We will ensure that the child receives a high standard of care in order to cause as little distress as possible.

East Hanningfield Pre-School informs parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedures

- Parents of children starting at the Pre-School are asked to provide the following specific information which is recorded on our Registration Form:
 - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
 - Place of work, address and telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the Pre-School, for example a childminder or grandparent.
 - Who has parental responsibility for the child.
 - Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with written details in a letter of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child, usually with a password which is on the Registration Form. This can be used in an emergency. All children picked up by another person will be recorded in the children's collection book.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.
- We inform parents that we apply our child protection procedures as set out in our child protection policy in the event that their children are not collected from Pre-School by an authorised adult within one hour after the Pre-School has closed and the staff can no longer supervise the child on our premises.
- If a child is not collected at the end of the session, we follow the following procedures:
 - The child's file is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or at work.
 - If this is unsuccessful, the adults who are authorised by the parents to collect their child from the Pre-School – and whose telephone numbers are recorded on the Registration Form – are contacted.
 - All reasonable attempts are made to contact the parents or nominated carers.
 - The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
 - If no-one collects the child after half hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
 - We contact our local authority children's social services care team: Phone number 0845 60337627 out of hours duty officer 0345 6061212 team or phone the police.
 - After an additional 15 minutes if the child has not been collected, we will contact the above statutory agencies again.
 - The child stays at Pre-School in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
 - Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority, or by another person specified by social care.
 - Under no circumstances do staff to go to look for the parent, nor do they take the child home with them.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- Ofsted may be informed: Phone number 08456 404040
- The Essex early Years Foundation stage adviser would be phoned and advised.

Further guidance

- Safeguarding Children (2013)

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Name of signatory	Amanda Gilmour
Role of signatory (e.g. chair)	Chair

General Safeguarding and Welfare Requirement: Equal opportunities

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

Equality of opportunity

(34) Supporting children with special educational needs

Policy statement

East Hanningfield Pre-School provides an environment in which all children, including those with special educational needs, are supported to reach their full potential. We aim to provide a warm welcome, appropriate learning opportunities, and provide for the developmental needs for each child in the group.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs at the earliest opportunity and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-coordinator (SENCO) and give his/her name to parents. Our SENCO is Kerry Pleasant.
- The SENCO works closely with our Supervisor and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the Pre-School.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education
- We draw upon the knowledge and expertise of parents in planning provision for the child.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We have an excellent working relationship with the Inclusion Partner, social services departments and Local Education Authority who are able to arrange specialist advice to meet the requirements children's specific needs
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing action plans for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved in the graduated approach, taking into account their levels of ability.
- We have systems in place for supporting children based on a continuous cycle of 'assess, plan, do and review', which is applied in increasing detail and frequency to ensure that children progress.
- We have systems in place for working with other agencies through each stage of the Shared Family Assessment (SFA).
- We use a system for keeping records of the 'assess, plan, do and review' for children with special educational needs.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. We provide in-service training for parents, practitioners and volunteers.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- We endeavor to provide resources to implement our Special Educational Needs Policy and use outside agencies where necessary.
- The Pre-School keeps a record of the training undertaken by staff and a current list is available in the policy folder.
- We raise awareness of any specialism the Pre-School has to offer.
- Staff have an awareness of Makaton and we have two staff members who have completed training.
- Makaton is used in the Pre-School to help all children and adults to engage in activities to assist in communication.
- We have a picture timetable and have photos to support the children in choosing resources.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plans reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure which is in accordance with DED, DDA and SENDIST (SEN and Disability Tribunal).

We monitor and review our policy annually.

Further guidance

- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage Statutory Framework (DfE 2017)
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
- Working Together to Safeguard Children (DfE 2018)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014 and 2015)

This policy was adopted at a meeting of	East Hanningfield Pre-School
Held on	4th November 2021
Date to be reviewed	Next AGM
Signed on behalf of the management committee	
Name of signatory	Amanda Gilmour Chair

Safeguarding and Welfare Requirement: Suitable People

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

Employment

(35) Student placements

Policy Statement

East Hanningfield Pre-School recognises that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience.

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

Procedures

- We require students on qualification courses to meet the 'suitable person' requirements of Ofsted and have DBS checks carried out.
- We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care.
- We require schools placing students under the age of 17 years with the Pre-School to vouch for their good character.
- Students and trainees placed with us shall be confirmed by their tutor as being engaged in a bona fide child-care course which provides necessary background understanding of children's development and activities.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our Pre-School on a short term basis are not counted in our staffing ratios.
- Trainee staff employed by the Pre-School may be included in the ratios if they are deemed competent.
- Students and apprentices, over the age of 17, who are undertaking a level 3 qualification may be considered to be counted in the ratios if our manager deems them to be suitably qualified and experienced.
- Students who have children attending pre-school may find it beneficial for their child, to complete their student training on sessions when their child is not present.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to keep to our confidentiality policy.
- All Staff and students are required to keep confidential information within the Pre-School and not disclose any information to outside parties to e.g. social network sites, blogging, tweeting, internet and emails, smart phones or through other communications.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our Pre-School is managed, how our sessions are organised and our policies and procedures.
- Students required to conduct child studies, shall obtain the written consent of the parent of the child to be studied.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the Pre-School.

Legal framework

- The Education (Work Experience) Act 1973
- The Education (Work Experience) Act 1996
- The Health and Safety (Training for Employment) Regulations 1990

EAST HANNINGFIELD PRE-SCHOOL POLICIES

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Signed on behalf of the management committee	
Name of signatory	Amanda Gilmour
Role of signatory (e.g. chair)	Chair

General Safeguarding and Welfare Requirement: Information and records

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

Partnership

(36) Working in partnership with local Primary School and other agencies

Policy Statement

East Hanningfield Pre-School works in partnership with the local Primary school 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.
- Procedures are in place for sharing of information about children and families with other agencies. These are set out in our Privacy Notice the Information Sharing Protocol, Safeguarding Children procedures and the Special Educational Needs Procedures.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the Pre-School and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the Pre-School and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of 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.

Local Primary School

- The East Hanningfield Pre-School is situated adjacent to the East Hanningfield Church of England Primary School and a number of children who have attended the Pre-School will eventually go to the Primary School. It is the firm intention of the Pre-School that close links with the Primary school shall be maintained to ensure that:
 - Regular meetings between staff of the Pre-School and Primary School staff take place.
 - Visits by the Primary School to the Pre-School activities for both staff and children are regular and used to ease the transition of child from Pre-School to school by way of teaching staff having an insight to the child within a prior setting
 - Visits by Pre-School children to the Primary School for familiarisation with the building, assemblies, toilet location, etc. and to meet the staff.

For other local primary schools we will share information regarding children who attend East Hanningfield Pre-School.

We can show parents information for other local primary school for parents to view.

Quality Improvement Officer from Essex Early Years

The East Hanningfield Pre-School is committed to provide the best possible curriculum for the children who attend Pre-School. We attend meetings given by the Essex EYFS Adviser which provide an insight of new techniques being introduced, a means by which staff can enquire on problems and input to specialist advice on specific problems. The inclusion of the OFSTED Inspection criteria provides parents with a quality assurance that the Pre-School is meeting all the regulatory standards for Pre-School children.

Social Services Department

Contact shall be maintained with the Social Services Department of various activities involving training, new courses for staff and facilities for children with special needs. Confidential records shall be made available for those children recognised as being "at risk". A register of telephone numbers of Social Workers shall be maintained to ensure easy access to somebody to assist in problem areas.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

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Role of signatory (e.g. chair)	Chair

General Safeguarding and Welfare Requirement: Equal opportunities

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

Equality of opportunity

(37) Valuing diversity and promoting inclusion and equality

Policy statement

East Hanningfield Pre-School ensures that our service is fully inclusive in meeting the needs of all children,

We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins while others may be more removed from close kin or may live with other relatives or foster carers. Some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment.

Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment.

Our Pre-School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- challenge and eliminate discriminatory actions;
- make inclusion a thread that runs through all of the activities of the Pre-School.
- foster good relations between all communities.
- The named persons who are the Pre-School Equality Named Coordinator (ENCO) are Diane Batt

Procedures

Admissions

Our Pre-School is open to all members of the community

- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our Valuing diversity and promoting Inclusion and equality.
- We do not discriminate against a child or their family, or prevent entry to our Pre-School, on the basis of
- A protected characteristic as defined by the Equalities Act 2010. These are:
 - disability;
 - race;
 - gender reassignment;
 - religion or belief;
 - sex;
 - sexual orientation;
 - age;
 - pregnancy and maternity; and
 - marriage and civil partnership.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- We do not discriminate against a child with a disability or refuse a child entry to our Pre-School for reason relating to disability.
- We ensure wherever possible that we have a balanced intake of boys and girls in the Pre-School. We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory, prejudice, behaviour by staff or parents whether by:
 - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;
- indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
 - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
 - perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation because of their mannerism or how they speak.
- We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).
- Displaying of openly xenophobic discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service (formerly Criminal Records Bureau) DBS. This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and Promoting Equality.

Curriculum

The curriculum offered in the Pre-School encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Environment

Our environment is as accessible as possible for all visitors and service users. If access to the Pre-School is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- making children feel valued and good about themselves and others;
- ensuring that children have equality of access to learning;
- undertaking an access audit to establish if the Pre-School is accessible to all children;
- we will try to make reasonable adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments (if money is available within the Pre-School budget);
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- positively reflecting the widest possible range of communities in the choice of resources;

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Festivals

It is our aim to recognise and show respectful awareness of all major events in the lives of children and families from different backgrounds in our society as a whole, and to welcome the diversity from which they come. In order to achieve this:

- We aim to acknowledge all the festivals which are celebrated in our area and/or by the families involved in the Pre-School.
- Without indoctrination in any specific faith, children will be made aware of 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 Pre-School are not themselves familiar, appropriate advice will be sought from parents and other people who are familiar with that festival.
- Children and families who celebrate at home festivals with which the rest of the Pre-School is not familiar will be invited to share their festival with the rest of the group, if they themselves 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.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the Pre-School.
- We encourage mothers, fathers and other carers to take part in the life of the Pre-School and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.
- We take positive action to encourage disadvantaged and under-represented groups to use the setting.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the Pre-School.
- We positively encourage fathers to be involved in the setting including those fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about and access to the meetings.

Monitoring and reviewing

- To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

Public Sector Equality Duty

- We have regard to the duty to eliminate discrimination, promote equality of opportunity, foster good relations between people who share a protected characteristic and those who do not.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

Legal framework

- The Equality Act 2010
- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976,1986
- Children Act 1989, 2004
- Special Educational Needs and Disability code of practice(DfE&DoH 2014)
- Working Together to Safeguarding Children (DfE 2018)

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Name of signatory	Amanda Gilmour
Role of signatory (e.g. chair)	Chair

Safeguarding and Welfare Requirement: Child Protection

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

Safeguarding children

(38) Children's rights and entitlements

Policy statement

- East Hanningfield Pre-School promotes children's right to be *strong, resilient and listened to* by creating an environment in our Pre-School that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- We promote children's right to be *strong, resilient and listened to* by encouraging children to develop a sense of autonomy and independence.
- We promote children's right to be *strong, resilient and listened to* by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

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

To be **strong** means to be:

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

To be **resilient** means to:

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

To be **listened to** means:

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

EAST HANNINGFIELD PRE-SCHOOL POLICIES

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Safeguarding and Welfare Requirement: Health

We promote the good health of children attending the setting.

Health and safety

(39) Recording and reporting of accidents and incidents

(Including procedure for reporting to HSE, RIDDOR)

Policy Statement

East Hanningfield Pre-School follows the guidelines of the Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are NOT regarded as incidents and there are separate procedures for this.

Procedures

Our accident book:

- is kept safely and accessibly;
- is accessible to all staff, who know how to complete it; and
- is reviewed at least half termly to identify any potential or actual hazards.

Ofsted is notified of any food poisoning affecting two or more children looked after on our premises and any injury requiring treatment by a general practitioner or hospital doctor, or the death of a child or adult as soon as possible or at least within 14 days of the incident occurring.

Local child protection agencies are informed of any serious accident or injury to, or the death of any child while in our care and we act on any advice given by those agencies.

When there is any injury requiring general practitioner or hospital treatment to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences.

Dealing with incidents

We meet our legal requirements for the safety of our employees by complying with RIDDOR (the Reporting of Injury, Disease and Dangerous Occurrences Regulations). We report to the Health and Safety Executive:

- any accident to a member of staff requiring treatment by a general practitioner or hospital; and
- any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.
- Any dangerous occurrence is recorded in our incident book. See below.

Information for reporting the incident to Health and Safety Officer is detailed in the Early Years Alliance's *Accident Record* publication.

Our incident book

- We have ready access to telephone numbers for emergency services, including local police. We rent premises and we ensure we have access to the Hall Manger and we have a shared procedure for dealing with emergencies.
- We keep an incident book for recording incidents including those that that are reportable to the Health and Safety Executive as above.
- These incidents include:
 - break in, burglary, theft of personal or the Pre-School's property;
 - an intruder gaining unauthorised access to the premises;
 - fire, flood, gas leak or electrical failure;
 - attack on member of staff or parent on the premises or nearby;
 - any racist incident involving staff or family on the centre's premises;
 - death of a child, and
 - a terrorist attack, or threat of one.
- In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it - or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, should also be recorded.
- In the unlikely event of a terrorist attack we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety Policy will be followed and staff will take charge of their key children. The incident is recorded when the threat is averted.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- In the unlikely event of a child dying on the premises, the emergency services are called, and the advice of these services are followed.
- The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

Education Inspection Framework

- As required under the Education Inspection Framework, we maintain a summary record of all accidents, exclusions, children taken off roll, incidents of poor behaviour and discrimination, including racist incidents, and complaints and resolutions.

Legal framework

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR 2495)

Further guidance

- Education Inspection Framework: Education, Skills and Early Years (Ofsted 2019)
- Early Years Inspection Handbook for Registered provisions (Ofsted 2019)
- RIDDOR Guidance and Reporting Form
www.hse.gov.uk/riddor/index.htm

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General Safeguarding and Welfare Requirement: Safety

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

Health and safety

(40) Risk assessment

Policy statement

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

The basis of this policy is risk assessment. Our Pre-School's risk assessment processes follow five steps as follows:

- Identification of risk: Where is it and what is it?
- Who is at risk: Childcare staff, children, parents, etc.?
- Assessment as to the level of risk as high, medium, low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

Procedures

- Our risk assessment process covers adults and children and includes:
 - determining where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers and inspectors;
 - checking for and noting hazards and risks indoors and outside, and in our premises and for activities;
 - assessing the level of risk and who might be affected;
 - deciding which areas need attention; and
 - developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
- The risk assessment is written and is reviewed regularly.
- We maintain lists of health and safety issues, which are checked daily before the session begins as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.

Legal framework

- Management of Health and Safety at Work Regulations 1999

Further guidance

- Five Steps to Risk Assessment (HSE 2011)
www.hse.gov.uk/

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EAST HANNINGFIELD PRE-SCHOOL POLICIES

Safeguarding and Welfare Requirement: Staff qualifications, training, support and skills

Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities

(41) Induction of staff, volunteers and managers

Policy statement

East Hanningfield Pre-School provides an induction for all staff, volunteers and managers in order to fully brief them about the Pre-School, the families we serve, our policies and procedures, curriculum and daily practice.

Procedures

- We have a written induction plan for all new staff, which includes the following:
 - Introductions to all staff and volunteers, including management committee members.
 - Familiarising with the building, health and safety and fire procedures.
 - Ensuring our policies and procedures have been read and are carried out.
 - Introduction to parents, especially parents of allocated key children where appropriate.
 - Familiarising them with confidential information where applicable in relation to any key children.
 - Details of the tasks and daily routines to be completed.
- The induction period may take two weeks. The Supervisor inducts new staff and volunteers. The chairperson or senior Supervisor inducts new managers.
- During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
- Successful completion of the induction forms part of the probationary period.
- Following induction, we will continue to support our staff to deliver high quality performance through regular supervision and supervision staff meetings and appraisal of their work.

This policy was adopted at a meeting of	East Hanningfield Pre-School
Held on	4th November 2021
Date to be reviewed	Next AGM
Signed on behalf of the management committee	
Name of signatory	Amanda Gilmour
Role of signatory (e.g. chair)	Chair

EAST HANNINGFIELD PRE-SCHOOL POLICIES

Safeguarding and Welfare Requirement: Staff: child ratios

Staffing arrangements must meet the needs of all children and ensure their safety

(42) Staffing

Policy statement

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

Procedures

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

- Children aged two years of age: 1 adult : 4 children:
 - at least one member of staff holds a full and relevant level 3 qualification; and
 - at least one other member of staff holds a full and relevant level 2 qualification.
- Children aged three to seven years of age: 1 adult : 8 children:
 - at least one member of staff holds a full and relevant level 3 qualification; and
 - at least one other member of staff holds a full and relevant level 2 qualification.
- We follow the Early Years Foundation Stage Safeguarding and Welfare Requirements at least five staff member holds a full and relevant level 3 qualification.
- A minimum of two staff/adults are on duty at any one time.
- The number of children for each key person takes into account the individual needs of the children and the capacity of the individual key person to manage their cohort.
- Our manager deploys our staff, students and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of staff, and always within sight or hearing of staff at all times.
- All staff are deployed according to the needs of the setting and the children attending.
- Our staff, students and volunteers inform their colleagues if they have to leave their area and tell colleagues where they are going.
- Our staff, students and volunteers focus their attention on children at all times and do not spend time in social conversation with colleagues while they are working with children.
- We assign each child a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.
- Each child is assigned a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.

Other useful Early Years Alliance publications

- Employee Handbook (2013)
- Recruiting and Managing Employees (2011)

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Safeguarding and Welfare Requirement: Information and records

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

(43) Transfer of records to school

Policy statement

At East Hanningfield Pre-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 in this process. We prepare records about a child's development and learning in the EYFS 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).

Procedures

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

- Using the EYFS assessment of development and learning ensure the key person prepares a summary of achievements in the 7 areas of learning and development. We have a regard to the Early Years Outcomes (Dfe2013)
- This record refers to any additional language spoken by the child and his or her progress in both languages.
- The record also refers to any additional needs that have been identified or addressed by the setting.
- The record also refers to any special needs or disability and where an Essex Request for Support Form was raised in respect of special needs or disability, whether there is an Education, Health and Care plan and gives the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence such as photos or drawings that the child has made.
- For transfer to school, most local authorities provide an assessment summary format or a transition record for the setting to follow.
- If there have been any welfare or protection concerns a star is placed on the front of the assessment record.

Transfer of confidential information

- The receiving school or setting will need to have a record of concerns that were raised in the setting and what was done about them.
- A summary of the concerns will be made to send to the receiving setting or school along with the date of the last professional meeting or case conference. We will check with our Local Safeguarding Children Boards about the forms that they stipulate to be used and provide these.
- Where an Essex Request for Support Form has been raised in respect of any welfare concerns the name and contact details of the lead professional will be passed on to the receiving setting or school.
- Where there has been a s47 investigation regarding a child protection concern the name and contact details of the child's social worker will be passed on to the receiving setting or school – regardless of the outcome of the investigation.
- This information is posted or taken to the school or setting, addressed to the setting or school's designated person for child protection and marked confidential.

Legal framework

- General Data Protection Regulations (GDPR) (2018)
- Freedom of Information Act 2000
- Human Rights Act 1998
- Children Act 1989

EAST HANNINGFIELD PRE-SCHOOL POLICIES

Further guidance

- What to do if you are Worried a Child is Being Abused (HMG 2015)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

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EAST HANNINGFIELD PRE-SCHOOL POLICIES

General Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment. We must take reasonable steps to ensure the safety of children, staff and others on the premises

Safeguarding and Welfare Requirement: Information and records

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

(44) Whistleblowing

It is important to East Hanningfield Pre-School that any fraud, misconduct or wrongdoing by employees, committee member or people engaged in the organisation's business, is reported and properly dealt with. We therefore encourage all individuals to raise any concerns that they may have about the conduct of others in the Pre-School or the way in which the Pre-School is run.

We recognise that effective and honest communication is essential if malpractice is to be effectively dealt with and the organisation's success ensured.

Whistleblowing relates to all those who work with, or within, the Pre-School, who may from time-to-time think that they need to raise with someone in confidence certain issues relating to the organisation.

Whistleblowing is separate from the staff grievance procedure. If you have a complaint about your own personal circumstances, you should use the normal grievance procedure. If you have a concern about malpractice within the organisation, then you should use the procedure outlined below.

- Report any concerns to the Supervisor. If this is not possible, then report your concerns to the Chairman of the committee.
- All employees and those involved with the Pre-School should be aware of the importance of preventing and eliminating wrongdoing within the organisation. You should be watchful for illegal, inappropriate or unethical conduct and report anything of that nature that you become aware of.
- Any matter you raise under this procedure will be investigated thoroughly, promptly and confidentially, and the outcome of the investigation will be reported back to you.
- You will not be victimised for raising a matter under this procedure. This means that your continued employment and opportunities for future promotion or training will not be prejudiced because you have raised a legitimate concern.
- Victimisation of an individual for raising a qualified disclosure will be a disciplinary offence.
- If misconduct is discovered as a result of any investigation under this procedure the Pre-School's disciplinary procedure will be used, in addition to any appropriate external measures.
- If you make a malicious, vexatious or a false allegation then this will be considered to be a disciplinary offence and disciplinary action will be taken against you.
- An instruction to cover up wrongdoing is itself a disciplinary offence. If you are told not to raise or pursue any concern, even by a person in authority such as a manager, you should not agree to remain silent. In this event you should report the matter to a more senior manager and/or the committee.

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Safeguarding and Welfare Requirement: Managing behaviour

Providers are responsible for managing children's behaviour in an appropriate way.

Safeguarding and Welfare Requirement: Information and records

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

(45) British values and Prevent Policy

Policy statement

East Hanningfield Pre-School actively promotes inclusion, equality of opportunity, the valuing of diversity and British values.

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

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

Procedures

British Values

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

- *Democracy*, or making decisions together (through the prime area of Personal, Social and Emotional Development)
 - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
 - Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- *Rule of law*, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
 - Practitioners ensure that children understand their own and others' behaviour and its consequence.
 - Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- *Individual liberty*, or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class.
- *Mutual respect and tolerance*, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
 - Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
 - Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
 - Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.
- *In our setting it is not acceptable to:*
 - actively promote intolerance of other faiths, cultures and races
 - fail to challenge gender stereotypes and routinely segregate girls and boys
 - isolate children from their wider community
 - fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Prevent Strategy

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

Legal framework

Counter-Terrorism and Security Act 2015

Further guidance

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

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

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

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

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General Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment. We must take reasonable steps to ensure the safety of children, staff and others on the premises

Safeguarding and Welfare Requirement: Information and records

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

(46) Online safety (including mobile phones and cameras)

Policy statement

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

Procedures

Our designated persons responsible for co-ordinating action taken to protect children are Diane Batt.

Information Communication Technology (ICT) equipment

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

Internet access

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

Email

- Children are not permitted to use email in the setting. Parents and staff are not normally permitted to use setting equipment to access personal emails.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- Staff do not access personal or work email whilst supervising children.
- Staff send personal information by encrypted email and share information securely at all times.

Mobile phones – children

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

Personal Mobile Phones

- Personal mobile phones or a smart watch that can take photos belonging to members of staff are not used on premises during working hours.
- At the beginning of each individual's session, personal mobile phones will be left in the metal box in the kitchen.
 - In the event of an emergency, personal mobile phones may be used in the privacy of the kitchen with permission from the Supervisor or Session supervisor.
- Members of staff ensure that the telephone number of the setting is known to immediate family and other people who need to contact them in an emergency.
- If members of staff take their own mobile phones on outings, for use in the case of an emergency, they must not make or receive personal calls as this will distract them.
- Members of staff will not use their personal mobile phones for taking photographs of children on outings.
- Parents and visitors are requested not to use their mobile phones, smart watches or electronic devices whilst on the premises. There is an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone where there are no children present. These phones can either be placed in the metal box in the kitchen or be placed in a bag and put on a coat hook in the small hall or placed in the small phone box at the end of the hall.

Cameras and videos

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

Social media

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

Electronic learning journals for recording children's progress

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

Use and/or distribution of inappropriate images

EAST HANNINGFIELD PRE-SCHOOL POLICIES

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

Further guidance

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

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Safeguarding and Welfare Requirement: Information and records

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

General Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment. We must take reasonable steps to ensure the safety of children, staff and others on the premises

(47) Staff personal safety including home visits

Policy statement

This setting believes that the health and safety of all staff is of paramount importance and that all staff have the right to work in a safe environment. We support safe working both on and off the premises, acknowledging the needs and diversity of children and their family.

Procedures

General

- All staff in the building early in the morning, or late in the evening, ensure doors and windows are locked.
- Where possible, at least the first two members of staff to arrive in the building arrive together, and the last two members of staff in the building leave together.
- Visitors are generally only allowed access with prior appointments and only admitted once their identity has been verified.
- Minimal petty cash is kept on the premises.
- When taking cash to the bank, members of staff are aware of personal safety. Managers carry out a risk assessment and develop an agreed procedure appropriate to the setting, staff and location.
- Members of staff make a note in the diary of meetings they are attending, who they are meeting and when they are expected back.
- Managers have good liaison with local police and ask for advice on safe practice where there are issues or concerns.

Home visits

Where staff members conduct home visits, this is done at the manager's discretion and the following health and safety considerations apply:

- Prior to a home visit the key person and manager undertake a risk assessment that is specific to the visit being undertaken.
- Members of staff normally do home visits in pairs – usually the manager/deputy manager with the key person.
- Each home visit is recorded in the diary with the name and address of the family being visited, prior to the visit taking place.
- Staff alert an agreed contact person in the setting when they are leaving to do the home visit and advise on their expected time of return.
- If there is any reason for staff to feel concerned about entering premises, they do not do so, for example, if a parent appears drunk.
- Members of staff carry a mobile phone when going out on a home visit.
- Staff identify an emergency word/phrase, which is made known to all staff in the setting, so that if they feel extremely threatened or in danger on a home visit they can covertly alert other members of staff via a telephone call to the situation. Use of the agreed word/phrase will initiate an immediate 999 call to be made.
- If staff do not return from the home visit at the designated time, the contact person attempts to phone them and continues to do so until they make contact.
- If no contact is made after a reasonable amount of time has passed, the contact person rings the police.

Dealing with agitated parents in the setting

- If a parent appears to be angry, mentally agitated or possibly hostile, two members of staff will lead the parent away from the children to a less open area, but will not shut the door behind them.
- If the person is standing, staff will remain standing.
- Members of staff will try to empathise and ensure that the language they use can be easily understood.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- Staff will speak in low, even tones, below the voice level of the parent.
- Members of staff will make it clear that they want to listen and seek solutions.
- If the person makes threats and continues to be angry, members of staff make it clear that they will be unable to discuss the issue until the person stops shouting or being abusive, while avoiding potentially inflammatory expressions such as 'calm down' or 'be reasonable'.
- If threats or abuse continues, members of staff will explain that the police will be called and emphasise the inappropriateness of such behaviour in front of children.
- After the event, details are recorded in the child's personal file together with any decisions made with the parents to rectify the situation and any correspondence regarding the incident.

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General Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment.

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

Health & Safety of Outdoors (48) Outdoors Policy

Policy Statement

In the outdoor area the safety of children and use of equipment is our priority. Toys provided by the East Hanningfield Pre-School allow opportunities for children, with adult help, to keep safe and develop new skills and ideas in the course of their play and exploration.

Aims and methods

- Keep children safe playing in the Pre-school outdoor area.
- Outdoor play is essential for all aspects of a child's development. It can provide children with experiences which enable them to develop intellectually, emotionally, socially and physically. In doing so it provides a rich context for the development of their language and encourages positive attitudes towards a healthy lifestyle. The outdoor area especially in good weather gives the children a different environment to express their feelings and energy
- Staff help enable children to develop individual potential and move towards required development matter learning goals.
- To enhance children's appreciation of the natural world and extend their learning experiences
- To provide a healthy environment in which children can learn and develop.
- To allow children access to outdoor activities that promote appropriate areas of learning.
- Staff must ensure they supervise the children's safety and that activities encourage children to participate and supervise children safety.
- To allow the children to experience different seasons, to enjoy the fresh air.
- To stimulate brain activity by using the senses and improve motor skills.
- To allow children who may not have access to an outdoor activity at home to enjoy the outdoor space.
- The outdoor spaces will reflect the curriculum and spontaneous snap shot observations should be carried out by staff.
- Our Outdoor officer Diane Batt completes outdoor plans for the outdoor area to ensure all areas of development are available for children by planning and implementing activities.

Health and safety

- The outdoor area has an annual risk assessment.
- At the start of each morning session a member of staff will be responsible for Health and Safety. Checks should be completed before children enter the outdoor area and all areas at the end of the day must be cleared of resources and the resources stored in an appropriate area.
- Staff will encourage children to take part in risk taking activities with good supervision.
- Any equipment or toys that are thrown over the fence must be collected by a staff member via the kitchen door. The staff ratio must be maintained, as children safety is paramount. Otherwise toys or equipment must be collected at the end of session when the children have left.
- Whichever staff member leaves the outdoor area will check the area for children.
- Staff to check in hot weather that children have had sun cream applied before children are taken into the Outdoor area.
- Staff must open the awning to provide shaded areas during the hottest part of the day and this must be closed at the end of the day.
- In hot weather plenty of fresh water must be provided for children plus encouragement to drink. This also applies to staff and adults.
- A named sunhat should be provided by parents for each child and should be worn.
- Staff and adults should also wear sun cream, sun hats or sunglasses as appropriate.
- During wet weather children should wear appropriate clothing such as outdoor coats, wellington boots, and hats. If children use umbrellas, they should be supervised.

EAST HANNINGFIELD PRE-SCHOOL POLICIES

- In the event of the fire alarm going off, do not come back into the building but exit the garden via one of the exterior gates (key on black spring on break glass box alarm by the outdoor hall exit door).

Staff Ratios

- The outdoor ratio adheres to the ratio policy within the pre-school.
- The outdoor ratio is flexible when children require nappy changes or toilets as staff may need to leave the area to supervise children. Please ensure that staff support each other in these circumstances, for example if the pre-school doorbell rings before it is answered all children may need to come in to maintain the ratio needed.
- Every staff member in the outdoor area should be vigilant of all children if they are in danger of hurting themselves.

General Garden Procedures

- Put all resources away at the end of the day.
- No trays with sand or earth to be left out in the outdoor area.
- Ensure any parts of the garden that need attention are communicated to the Supervisor or Duty Designated Deputy who must then inform the Committee who may subsequent contact the Village Hall management.
- If there is an issue of maintenance that could be a hazard, notify the Supervisor immediately and let others know so that they can avoid the hazard or delay outdoor activities.
- Please look out for wasp and ant nests.

Park and Field Area

- Staff can take groups of children to the field or Park play area.
- Staff must take Grab Bag, phone and register.
- These activities provide the children with the opportunity to learn about the environment around them.

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Signed on behalf of the management committee	
Name of signatory	Amanda Gilmour
Role of signatory (e.g. chair)	Chair