



Explore • Create • Discover

Operational Policies & Procedures

(v29, June 2020)

For reference only –
please do not remove
from preschool!

Freshford Preschool Policies and Procedures (Version 29)

Last updated: June 2020
Next review: by July 2021

1. Promoting child wellbeing	4
1.1 Childrens rights and entitlements.....	4
1.2 Our ethos.....	4
1.3 Care, Learning and Play.....	5
1.4 Safeguarding children and child protection.....	6
1.5 The PREVENT Duty and Promoting British Values	9
1.6 Looked after children	10
1.7 Uncollected child.....	13
1.8 Missing child.....	14
1.9 E-safety & online safety	15
2. Suitable people	18
2.1 Employed staff and volunteers	18
2.2 Student placements	20
3. Staff Qualifications, Training, Support, Skills & Ratios	21
3.1 Induction of staff, volunteers and managers.....	21
3.2 Preschool Management structure	21
3.3 First Aid	22
3.4 Training Opportunities	23
3.5 Staff:Child Ratios	23
4. Key person ('play partner')	25
5. Health.....	27
5.1 Adminstering medicines	27
5.2 Managing children who are sick, infectious or with allergies.....	28
5.3 Recording and reporting of accidents and incidents	33
5.4 Hygiene	34
5.5 Sun safety.....	35
5.6 Food & Drink	36
5.7 Physical Activity.....	39
6. Managing Behaviour	41
6.1 Achieving positive behaviour	41
6.2 Bullying.....	43

7. Safety & suitability of premises, environment, equipment.....	46
7.1 General Health & Safety standards.....	46
7.2 Maintaining children’s safety & security on the premises	49
7.3 Supervision of children on visits and outings	51
7.4 Risk Assessment	52
7.5 Recording Accidents, Incidents and Dangerous Occurrences	53
7.6 Fire Safety and emergency evacuation.....	54
7.7 Closing the Preschool in an emergency	55
7.8 Closing the Preschool in severe weather	55
7.9 Animals in the setting	56
7.10 No smoking	56
8. Equal Opportunities	57
8.1 Valuing diversity and promoting equality.....	57
8.2 Dealing with Discrimination	59
8.3 Special Needs	61
9. Information	66
9.1 Admissions	66
9.2 Fees and Donations.....	68
9.3 Partnership with Parents and Carers	70
10. Records and Confidentiality	72
10.1 Data protection & legal compliance	72
10.2 Privacy Notice.....	72
10.3 Secure data handling.....	72
10.4 Children's records	73
10.5 Provider’s records	76
10.6 Transfer of records to school	79
10.7 Confidentiality & Subject Access to Records	81
10.8 Information Sharing	84
10.9 Making a Complaint	87
11. Trustee adoption of Policies & Procedures (Jan 2020).....	90

1. Promoting child wellbeing

1.1 Childrens rights and entitlements

Our Preschool, and all its members of staff, are committed to the principle of involving and consulting children whenever decisions are made within the Preschool that affect them.

The Preschool believes that actively promoting the participation of children in decision-making processes is beneficial to children, staff and the Preschool as a whole.

The Preschool's commitment to involving and consulting children stems from the 'listening to children' provisions set out in Articles 12 and 13 of the United Nations Convention on the Rights of the Child. These state that:

- A child's opinion should be taken into account in anything that affects them.
- Children should have information disseminated in a way that enables them to make choices and decisions.

For children, involvement and consultation helps them to develop new skills such as negotiating, sharing and understanding the perspectives of others. It helps them to understand how decisions are made and recognises that their opinions are important.

For both staff and the Preschool, there are multiple benefits of such an approach such as improved behaviour, a relationship with children based on partnership, a more cohesive environment and activities and decisions that children feel a sense of ownership over.

All children will be listened to and consulted actively, including:

- Listening to what they say in speech and other forms of communication
- Observing body language and behaviour
- Role play
- Through play and creative expression and the use of visual aids
- Visual notice boards that carry important information about activities at the Preschool

Consultation and involvement will be regularly monitored and acted upon so that children are able to see that their input has led to visible outcomes.

1.2 Our ethos

Our Preschool vision is 'Explore, Create, Discover'. Our ethos outlines the values that inform our work: Our aim is to:

Explore! We explore the world around us. We have a special focus on the outdoors, enhanced by our Forest School activities.

Create! We inspire creative and independent thinking, through our open-ended play activities, and by celebrating and listening to our children's ideas.

Discover! We give children opportunities to follow their fascinations and discover their capabilities by planning our learning journey with them.

We achieve our aims by:

- creating an atmosphere of fun and friendship for everyone, adults and children alike
- celebrating the unique characters of our children and embracing their different interests
- developing high self esteem
- offering diverse opportunities for children to develop their gross and fine physical skills
- providing a secure and stimulating environment so that all children have the confidence to develop and practise their language skills
- building strong links with the local community
- ensuring families are involved in all aspects of the Preschool

1.3 Care, Learning and Play

The programme of activities and the atmosphere of our Preschool aims to encourage confidence, independence and enjoyment. Our work has, as its core, the aim of enabling children to develop their emotional, social, cognitive, interpersonal and physical skills, and their desire to explore, discover and be creative.

The Preschool will provide a well-planned and organised play environment that offers children rich and stimulating experiences, alongside opportunities to explore, experiment, plan and make decisions for themselves. The programme of activities will recognise and consider the differing ages, interests, backgrounds and abilities of the children.

Activities are carefully planned to allow children to build on their natural curiosity, advance their thinking, use their imagination and develop positive social relationships. At all times, the Preschool will support and recognise a child's individuality, effort and achievement.

The Preschool will ensure there is a balance of adult-led and freely chosen or child-initiated activities. The Preschool will provide children with a range of equipment and resources appropriate to their age and interests, according to the provisions of the *Equipment* policy. Children will be offered access to outdoor play every day, subject to weather conditions. No child will ever be left unsupervised during activities at the Preschool.

A summary of the day's activities will be displayed to parents at collection time.

Weekly staff meetings will provide opportunities for reflection on practice. Staff will also acknowledge that learning is a shared process and that children learn most effectively when, with the support of a knowledgeable and trusted adult, they are actively involved and interested. The Preschool Manager will ensure that time is managed properly to allow for activity sessions to be evaluated.

1.4 Safeguarding children and child protection

Our Preschool believes that children have the right to be completely secure from both the fear and reality of abuse, and we are committed to protecting all the children in our care from harm.

The Preschool's safeguarding procedures comply with all relevant legislation and other guidance or advice from the Local Safeguarding Children Board (LSCB). The Preschool has a duty to contact Social Services if we have concerns for a child's welfare. The Preschool will normally contact parents/carers prior to speaking to Social Services, unless it is felt that this action would significantly increase the risk to the child.

The Preschool Manager acts as the designated Safeguarding Lead and is responsible for liaising with social services and Ofsted in any child protection matter. The Preschool Deputy Manager acts as the Deputy Safeguarding Lead. The Preschool Business Manager is responsible for Safer Recruitment.

The Preschool is committed to reviewing its *Safeguarding Children and Child Protection* policy and procedures at regular intervals.

Recognising Child Abuse

Child abuse manifests itself in a variety of different ways, some overt and others much less so. All staff will be vigilant to signs and evidence of physical, sexual and emotional abuse or neglect. Staff will also be vigilant to signs of domestic abuse, which can have a significant impact on the behaviour and wellbeing of a child.

Signs for concern

Physical abuse – Children with frequent injuries; children with unexplained or unusual fractures or broken bones and children with unexplained bruises or cuts; burns or scalds, or bite marks.

Emotional abuse – Children who are excessively withdrawn, fearful, or anxious about doing something wrong; parents or carers who withdraw their attention from their child; parents or carers blaming their problems on their child; and parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Sexual abuse and exploitation – Children who display knowledge or interest in sexual acts inappropriate to their age; children who use sexual language or have sexual knowledge that you wouldn't expect them to have; children who ask others to behave sexually or play sexual games and children with physical sexual health problems, including soreness in the genital or anal areas.

Neglect – Children who are living in a home that is indisputably dirty or unsafe; children who are left hungry or dirty; children who are left without adequate clothing; children who are living in dangerous conditions; children who are often angry, aggressive or self-harm; children who fail to receive basic health care; and parents who fail to seek medical treatment when their children are ill or are injured.

Staff Support and Training

The Preschool is committed to ensuring that it meets its responsibilities in respect of safeguarding through the provision of support and training to staff, and will ensure that:

- All staff, students and regular volunteers are carefully recruited, have verified references and have full and up to date DBS criminal record checks.
- All staff and volunteers are directed to the *Safeguarding Children and Child Protection* policy during their induction, and have its implications explained to them.
- All staff receive regular training and supervision in safeguarding issues and are provided with any relevant information and guidance. The staff Training plan ensures that training is renewed at two to three-year intervals as appropriate.
- All staff are provided with supervision and management support commensurate with their responsibilities in relation to safeguarding, and their requirement to maintain caring and safe relationships with children.
- All staff are aware of the main indicators of child abuse.
- All staff are aware of their statutory requirements in respect of the disclosure or discovery of child abuse and the procedure for doing so. All students and volunteers are instructed to report the disclosure or discovery of abuse to the Preschool Manager as the Designated Safeguarding Lead. If the allegation of abuse relates to the behaviour of the Preschool Manager, the Preschool Business Manager and Chair should be informed
- The Preschool will take appropriate action on the findings of any investigation into allegations of abuse, consistent with its duties to protect the safety of children and uphold fair processes for staff, students and volunteers.
- Any member of staff, a student or volunteer under investigation for the alleged abuse of a child, will be subject to the provisions of the *Staff Disciplinary Policy*.

Dealing with concerns

The Preschool is committed to ensuring that it meets its responsibilities in respect of safeguarding by treating any concerns or allegations seriously and sensitively. The Preschool Manager will:

- Keep a dated record (in the Incident book) of any concerns staff have about a child, together with any actions taken, or discussions that result from these concerns.
- Keep a dated record of any injuries a child has that are outside of the normal range, and draw them to the attention of the carer, if possible, on the day noted.
- Keep a dated record of any injuries the child sustains whilst at Preschool, the circumstances in which they occurred, any action taken and advise the carer the same day.
- Ensure that records are confined to factual observations.

- Ensure that all records are signed and dated by the child's parent/carer and that they are stored safely and confidentially.
- Consult with Social Services if they need advice about how to deal with concerns about children whom they think may be in need or who could be at risk.

If an allegation of abuse is made against the Preschool Manager, the Preschool Committee will be informed as soon as possible. They will then assume responsibility for the situation and contact the Local Authority Designated Officer within one working day of the incident happening/information becoming available.

Referring Allegations to Social Services

If the Preschool Manager has reasonable grounds for believing that a child has been – or is in grave danger of being – subject to abuse, the following procedure will be activated:

- Contact will be made, at the earliest possible opportunity, with the local social services department, using the numbers detailed below.
- The Preschool Manager will communicate as much information about the allegation and related incidents as is consistent with advice given by social services and the police.
- At all times, the safety, protection and interests of children concerned will take precedence. The Preschool Manager and staff will work with and support parents/carers as far as they are legally able.
- The Preschool will assist the social services and the police, as far as it is able, during any investigation of abuse or neglect. This will include disclosing written and verbal information and evidence.
- OFSTED will be informed as soon as is reasonably possible, but at the latest within 14 days of any allegations of abuse against a member of staff, student or volunteer, or any abuse that is alleged to have taken place on the premises or during a visit or outing.

Key Contacts

To make a child protection referral or discuss concerns about a child:

Children's Services – Referral and Assessment Team

Bath Area: 01225 396312

North East Somerset Area: 01225 396313

Out of Hours Emergency Duty Team: 01454 615165

Police – Child Protection Team Duty Desk: 01225 842786

If a child or young person is in immediate danger then dial 999 and ask for police assistance.

If allegations are made about a member of staff or other adult at the Preschool the Local Authority Designated Officer (LADO) should be contacted on 01225 396810

To report allegations to Ofsted:

General contact line: 0300 123 1231

Complaints: 0300 123 4666

1.5 The PREVENT Duty and Promoting British Values

The Prevent Duty Guidance came into force on 1 July 2015. It places duties on schools and registered childcare providers around keeping children safe and promoting their welfare. Providers are required to 'have due regard to prevent people from being drawn into terrorism'.

The Prevent Duty sets out the need for 'British Values' to help everyone live in safe and welcoming communities where they feel they belong. These British Values are defined as:

- democracy
- the rule of law
- individual liberty and mutual respect
- tolerance of those with different faiths and beliefs

Not unique to Britain, these values are universal aspirations for equality. As such they are fundamental to helping all children become compassionate, considerate adults who form part of a fair and equal society.

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness within Personal, Social and Emotional Development, Freshford Preschool staff encourage children to know their views count, to value each other's views, and to talk about their feelings. Staff choose opportunities to demonstrate democracy in action, for example, children sharing views with a show of hands. Staff 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: understanding rules matter

As part of the focus on managing feelings and behaviour staff ensure that children understand their own and others' behaviour and its consequences and learn to distinguish right from wrong. Preschool staff regularly reinforce the children's knowledge of the Preschool's Golden Rules and Forest School Rules, which help to keep children safe and happy.

Individual liberty: freedom for all

As part of the focus on self-confidence, self-awareness and people & communities, children are encouraged to 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. Through the Preschool's Philosophy for Children work and Sunshine Circle activities, staff 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.

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people & communities, managing feelings & behaviour and making relationships, the Preschool staff team create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. The

children are encouraged to acquire a tolerance and appreciation of and respect for their own and other cultures. They also learn about similarities and differences between themselves and others from different families, faiths, communities, cultures and traditions, and share and discuss practices, celebrations and experiences. Through circle time activities, staff encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions. Staff 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 and racial stereotyping.

Freshford Preschool's Prevent response

Staff are alert to any harmful behaviours by influential adults in the child's life. This may include discriminatory and/or extremist discussions between parents, family and/or staff members. Staff will act when they observe behaviour of concern.

If a member of staff has a concern about a child, they will follow the Preschool's normal safeguarding procedures and discuss it with the Preschool Manager who is the designated safeguarding lead, and if necessary, with Social Services. The Preschool Manager may contact the local police force on 101 (the non-emergency number) to gain access to support and advice.

Freshford Preschool will provide its staff team with PREVENT training every 12 months to be able to recognise the vulnerability of radicalisation and be aware of what action to take in response. Training will also enable staff to understand when to make referrals to Social Services/the Police and where to get additional advice and support.

Key Contacts

To make a child protection referral or discuss concerns about a child:

Children's Services – Referral and Assessment Team

Bath Area: 01225 396312

North East Somerset Area: 01225 396313

Out of Hours Emergency Duty Team: 01454 615165

Police – Child Protection Team Duty Desk: 01225 842786

If a child or young person is in immediate danger, then dial 999 and ask for police assistance.

1.6 Looked after children

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

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

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to

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

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

Principles

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

Consistent with our general admissions policy and staffing ratios, we do not offer placements for babies and children under two and a half years who are in care. In exceptional circumstances, we may offer places to funded two-year-old children who are in care, and who are at least two years six months old. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer, and the placement in the setting will last a minimum of three months.

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

We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after. Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

Procedures

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

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

partner liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.

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

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

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

- their emotional needs and how they are to be met
- how any emotional issues and problems that affect behaviour are to be managed
- their sense of self, culture, language(s) and identity – and how this is to be supported
- their need for sociability and friendship
- their interests and abilities and possible learning journey pathway; and
- how any special needs will be supported

Additionally, the care plan will also consider:

- how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored
- what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed
- what written reporting is required

Wherever possible, and where the plan is for the child to return home, the birth parent(s) should be involved in planning; and with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings and fun-days etc alongside the foster carer.

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

In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support. Further observations about communication, interests and abilities will be noted to firm a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.

Concerns about the child will be noted in the child's file and discussed with the foster carer. If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social worker according to the setting's safeguarding children procedure. Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.

The transition to school will be handled sensitively. The designated person and/or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the child's social worker as detailed in the care plan.

1.7 Uncollected child

Our Preschool has the highest regard for the safety of the children in our care – from the moment they arrive to the moment that they leave.

At the end of every session, the Preschool will ensure that all children are collected by a parent, carer or designated adult, in accordance with the Arrivals and Departures policy. If for some reason a child is not collected at the end of a session, the following procedures will be activated.

- i. If a parent, carer or designated adult is more than 15 minutes late in collecting their child, the Preschool Manager will call the parent, carer or emergency contacts, and use any other emergency contact details available to try to ascertain the cause for the delay, and how long it is likely to last. Messages will always be left on any answerphone requesting a prompt reply.
- ii. While waiting to be collected, the child will be supervised by a member of staff who will offer them as much support and reassurance as is necessary.
- iii. If, after repeated attempts, no contact is made with the parent, carer or emergency contacts, and a total of 60 minutes has elapsed, the Preschool Manager will call the local social services department for advice.
- iv. In the event of the social services being called and responsibility for the child being passed to a child protection agency, the Preschool Manager will attempt to leave a further telephone message with the parent/carers or emergency contact's answerphone. Furthermore, a note will be left on the door of the Preschool's premises informing the parent, carer or emergency contact of what has happened. The note will reassure them of their child's safety and instruct them to contact the local social services department.
- v. A child will not be taken away from the Preschool's premises unless absolutely necessary, in the course of waiting for them to be collected at the end of a session.
- vi. The child will remain in the care of the Preschool until they are collected by the parent, carer or emergency contact, or alternatively placed in the care of social services.

1.8 Missing child

Our Preschool has the highest regard for the safety of the children in our care. Staff will always be extremely aware of the potential for children to go missing during sessions.

Missing children from Freshford Memorial Hall

Even when all precautions are properly observed, emergencies can still arise. Therefore, members of staff will undertake periodic head counts (in addition to the registration procedures set out in the Arrival and Departures policy). If for any reason a member of staff cannot account for a child's whereabouts during a session at the Preschool, the following procedure will be activated:

- i. The member of staff in question will inform both the Preschool Manager and the rest of the staff/volunteer team that the child is missing and a thorough search of the entire premises will commence. The staff team will be careful not to create an atmosphere of panic and to ensure that the other children remain safe and adequately supervised.
- ii. If after 15 minutes of thorough searching the child is still missing, the Preschool Manager will inform the police and then the child's parent/carer.
- iii. While waiting for the police and the parent/carer to arrive, searches for the child will continue. During this period, other members of staff will maintain as normal a routine as is possible for the rest of the children at the Preschool.
- iv. The Preschool Manager will be responsible for meeting the police and the missing child's parent/carer. The Preschool Manager will co-ordinate any actions instructed by the police and do all they can to comfort and reassure the parents/carers.
- v. The Preschool Manager (or most senior member of staff present) will contact the Preschool Business Manager and Chair of the Preschool committee and report the incident.

Once the incident is resolved the Preschool Manager will write a full incident report, and together with the Preschool Business Manager, Preschool Chair and the staff team will review relevant policies and procedures and implement any necessary changes (paying particular note to the relevant provisions of the Preschool's *Site Security* and *Risk Assessment* policies). If the Police have been involved, Ofsted will also be informed, as soon as is practicable.

Missing children whilst on an outing

During outings each child without a parent or carer on the outing will have a member of staff or an accompanying adult allocated to be responsible for them. The normal adult:child ratio will be increased depending on the outcome of the risk assessment conducted, which considers the venue and travel to and from it. In the case of walks around Freshford, the adult to child ratio will depend on the route and the number of roads crossed if any.

If coach/bus/train travel is part of the outing the number of adults and children will be counted and double-checked on the coach/bus/train prior to leaving, and a register taken.

In the unlikely event of a child going missing during an outing, the following procedure will be followed:

- i. As soon as a child is noticed missing, the incident will be reported to the Preschool Manager (or the most senior member of staff present). One designated staff member will commence a thorough search, beginning where the child was last reported seen.
- ii. The Preschool Manager (or most senior member of staff present) will ask all other adults and children to return to a previously agreed meeting point. Staff on the outing will ask the children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray. A register will be taken.
- iii. In an indoor venue, the staff will contact the venue's staff or security to aid the search.
- iv. The staff will keep calm and try to keep things as normal as possible for the remainder of the children to prevent them from becoming anxious or worried. Where appropriate the remaining adults will proceed with the outing.
- v. If the missing child is not found within 15 minutes, the Preschool Manager (or most senior member of staff present) will contact the police, report the child as missing and follow their advice. The Preschool Manager (or most senior member of staff present) will contact the child's parents/carers to advise them of the situation.
- vi. The Preschool Manager or a member of staff will remain at the outing venue to assist in the search once the other Preschool children and adults have left.
- vii. The Preschool Manager (or most senior member of staff present) will contact the Preschool Business Manager and Chair of the Preschool Committee and report the incident.

Once the incident is resolved the Preschool Manager will write a full incident report, and together with the Preschool Business Manager, Preschool Chair and the staff team will review relevant policies and procedures and implement any necessary changes (paying particular note to the relevant provisions of the Preschool's *Site Security* and *Risk Assessment* policies). If the Police have been involved, Ofsted will also be informed, as soon as is practicable.

1.9 E-safety & online safety

Our Preschool acknowledges that our staff and children need to be able to communicate and learn to use ICT safely. We recognise the potential risks as well the immense value of ICT.

Our Preschool regularly takes photographs of the children to document the children's achievements and the Preschool's activities. However, the Preschool will ensure that necessary parental permission has been provided before photographs are taken and will also take appropriate action to ensure that no images of our children can be misused.

Internet use at Preschool

Freshford Preschool has two laptops on site which are enabled for Internet access. One laptop is stored at Preschool and used predominantly by the Preschool staff team to access records, documents and planning from the Preschool's cloud storage, and applicable resources from the Internet. The second laptop is used by the children for planned and supervised IT activities, which may include accessing games and resources on the Internet. The Preschool Manager and Business Manager also have laptops for record keeping and planning, but these are used mostly at home. Secure passwords are always used, with different passwords for staff, children, and IT administrator users. Secure individual passwords are also used to log in to the Preschool's cloud storage which provides staff and relevant committee members with access to shared Preschool documentation both on-site and off-site.

Use of Tablets, Cameras and other photographic devices

The Preschool owns five tablets. One is assigned to each staff member, so they are easily accessible to capture spontaneous moments to support the observation requirements of the Early Years Foundation Stage, and to share the children's learning and experiences at Preschool with parents. Photos may be taken during indoor and outdoor play and saved to Tapestry, our electronic learning journal software. Photos may also be printed and mounted on wall displays or other albums for children and parents/carers to look through.

Under the General Data Protection Regulations (GDPR) (2018), the Preschool will seek parental consent through the Preschool registration form to take, store and process photos and videos. Photos will be stored mostly on the Preschool tablets, or on the Tapestry learning journal software. Both the tablets and staff logons to Tapestry are unique and password protected. Occasionally, photos may be saved to the online cloud storage for use on the website or social media as dictated by parents' consent. Stored photos are deleted regularly from the tablets once they have been uploaded to Tapestry.

Events such as Christmas plays and outings may be photographed or videoed by staff and parent/carers but always in full view of all attending.

Mobile Phones

Freshford Memorial Hall has no landline, so the Preschool has a mobile phone which is stored at the Preschool and turned on during Preschool hours. The phone is also taken on all walks, trips and Forest School sessions. The phone is checked for voice messages each day when the phone is turned on at the start of the Preschool session. The Preschool mobile phone should not be used by staff or volunteers for private phone calls or text messages except in the case of an emergency.

Many mobile phones have inbuilt cameras, so staff, student and volunteer mobile phones should be turned off and left visibly in the kitchen area, which is not accessed by children. Visitors may only use their phones outside the building.

All photo-enabled devices (cameras, mobile phones, tablets, laptops) are prohibited in the toilets.

Staff are asked not to make personal calls during their working hours. However, in urgent cases, a call may be made or accepted by arrangement with the Preschool Manager.

Social Media

Staff and volunteers are not permitted to access personal social networking sites whilst at Preschool. Staff and volunteers are also not permitted to discuss children, other staff or parents when using social networking sites at home for personal use. Staff are aware that it is not appropriate to engage in personal online communication with children, young people, parents or carers. Any abuse of this rule will be dealt with under the Preschool's Disciplinary Procedure.

Social media may be used by select staff and committee members for the purposes of promoting the Preschool primarily amongst existing parents, local parents of toddlers who may look for a Preschool for their child, and local 'family' orientated media.

Freshford Preschool has the following social media accounts: Facebook, Twitter and Instagram. Posts on these sites will promote the Preschool in a positive light, primarily by sharing aspects of Preschool life and information about fundraising events.

Photos used on these sites must have full permission and individuals will not be named. Personal, sensitive or confidential data will not be posted, and postings will be monitored and moderated by designated individuals.

The Business Manager will hold all usernames and passwords for social media accounts.

Social Media will not be used to communicate important information about Preschool directly to parents. Preschool will continue to use email and newsletters to disseminate information.

2. Suitable people

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

2.1 Employed staff and volunteers

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All our staff have job descriptions, which set out their roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We follow the requirements of the Early Years Foundation Stage and Ofsted guidance on checking the suitability of all staff and volunteers who will have unsupervised access to children. This includes obtaining references and ensuring they have a satisfactory enhanced criminal records check with barred list(s) check through the DBS. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) and the Protection of Freedoms Act (2012) for the vetting and barring scheme.
- Where an individual is subscribed to the DBS Update Service we carry out a status check of their DBS certificate, after checking their identity and viewing their original enhanced DBS certificate to ensure that it does not reveal any information that would affect their suitability for the post.
- We keep all records relating to the employment of our staff and volunteers; in particular those demonstrating that suitability checks have been done, including the date of issue, name, type of DBS check and unique reference number from the DBS certificate, along with details of our suitability decision.
- We require that all our staff and volunteers keep their DBS check up to date by subscribing to the DBS Update Service throughout the duration of their employment with us.
- Our staff and volunteers 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.
- We obtain consent from our staff and volunteers to carry out on-going status checks of the Update Service to establish that their DBS certificate is up to date for the duration of their employment with us.
- Where we become aware of any relevant information which may lead to the disqualification of an employee or volunteer, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment or volunteering with us will be terminated.

Notifying Ofsted of changes

We inform Ofsted of any change to our Registered Person (Committee Chair) and/or our manager.

Training and staff development

- Our manager is a qualified Early Years Teacher (equivalent to Level 6) and our deputy holds an equivalent to the CACHE Level 3 Diploma for the Children and Young People's Workforce. All our other staff members hold the CACHE Level 3 Diploma for the Children and Young People's Workforce or an equivalent or higher qualification.
- We provide regular in-service training to all our staff through the Early Years Alliance and external agencies, and our budget allocates resources to training.
- We provide our staff with induction training in the first week of their employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures are 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.

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. They will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children.

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

If we have reason to believe that a member of our 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 setting is closed. Where a staff member may need to take time off for any reason other than sick leave or training, this is agreed with our manager with adequate notice.

Where our staff are unwell and take sick leave in accordance with their contract of employment, we ensure ratios are maintained, organising cover where needed.

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

2.2 Student placements

We recognise that qualifications and training make an important contribution to the quality of the care and education we provide. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience.

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

Procedures

- We require students on qualification courses to meet the Suitable Person requirements of the Early Years Foundation Stage and have a satisfactory enhanced DBS check with barred list check(s).
- We require students in our setting to have a good understanding and use of English to contribute to the well-being of children in our care.
- We require schools, colleges or universities placing students under the age of 17 years with us to vouch for their good character.
- We supervise students under the age of 17 years and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short-term basis are not counted in our staffing ratios.
- Students and apprentices over the age of 17 who are taking a level 3 qualification may be counted in the ratios if our manager deems them to be suitably qualified and experienced
- We take out employers' liability insurance and public liability insurance, which covers both students and voluntary helpers
- We require students to keep to our *Confidentiality and Subject Access to Records* Policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We actively promote the value of qualifications and training to students
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in accredited early years training, which provides the necessary background understanding of children's development and activities.

3. Staff Qualifications, Training, Support, Skills & Ratios

Staff are our Preschool's most valuable resource, as it is only through their commitment and effort that good quality provision can be both established and maintained. We are committed to providing good training and development opportunities for staff so that they can perform their roles efficiently and effectively.

The Preschool recognises that regular training and monitoring of professional development is important for all staff. Staff development and training is vital because it allows staff to keep up to date with current thinking and practice about both play and child development issues.

The Preschool is committed to providing for staff:

- A full induction process
- A system of termly supervisions and annual appraisals
- Opportunities to attend training courses to maintain required standards and to develop their knowledge and skills further
- An up to date record of staff qualifications and training

This will help to ensure that staff development needs are being met and that staff training and qualifications are meeting the requirements of the Preschool and the standards set by the Early Years Foundation Stage.

3.1 Induction of staff, volunteers and managers

New members of staff will be issued with a job description and a copy of the Preschool's policies and procedures. New volunteers will be directed to the Preschool's policies and procedures document on the website. Staff and volunteers will also undergo an induction process at the start of their employment/involvement with the Preschool.

The induction process will include:

- A tour of the Memorial Hall, pointing out all fire exits and explaining fire safety procedures.
- Discussing all aspects of the day-to-day management and running of the Preschool.
- Highlighting the practical implications of the Preschool's policies and practices, particularly safeguarding and health and safety issues.

3.2 Preschool Management structure

Preschool staff are employed by (and answerable to) the Preschool Trustees (known informally as the Committee) and chiefly to the Chair of Trustees.

The Preschool Leader and Preschool Manager work alongside one another, and both report to the Chair of Trustees. The Preschool Deputy reports to the Preschool Manager (except in the Manager's sustained absence, in which case they report directly to the Chair of Trustees). Other preschool staff report to the Preschool Manager, or in the Manager's absence, the Deputy.

3.3 First Aid

We are qualified and prepared to take action to apply first aid treatment in the event of an accident involving a child or adult (in line with the Health and Safety (First Aid) Regulations (1981)).

At least one adult with a current first aid certificate is on the premises, or on an outing, at any one time. Currently all our staff are Paediatric First Aid (PFA) trained. Newly qualified staff who achieved an early years qualification at level 2 or 3 on or after 30 June 2016 must have a PFA 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 have evidence of due diligence when choosing first aid training and ensure that it is relevant to adults caring for young children.

First Aid equipment

Our first aid kit is always accessible and contains the following items:

- Triangular bandages (ideally at least one should be sterile) x 4
- Sterile dressings:
 - Small x 3
 - Medium x 3
 - Large x 3
- Composite pack containing 20 assorted (individually wrapped) plasters x 1
- Sterile eye pads (with bandage or attachment) e.g. No. 16 dressing x 2
- Container of 6 safety pins x 1
- Guidance card as recommended by HSE x 1

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

- 2 pairs of disposable plastic (PVC or vinyl) gloves
- 1 plastic disposable apron
- A children's forehead 'strip' thermometer
- A supply of ice is kept in the freezer

Information about who has completed first aid training and the location of the first aid box is provided to all staff and volunteers. Staff members' current PFA certificates are displayed in the setting (adjacent to the men's toilets). The first aid box is easily accessible to adults and is kept out of the reach of children. There is a named person in the setting who is responsible for checking and replenishing the first aid box contents.

Medication

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

Minor injury or accidents

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 this case we 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.

Major injury or emergency

An ambulance is called for children requiring emergency treatment. We contact parents immediately and inform them of what has happened and where their child has been taken. Parents sign a consent form at registration allowing a member of staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that they have been informed and are on their way to the hospital.

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

3.4 Training Opportunities

The Preschool will do all it can to support staff who are working towards improving relevant qualifications and training experience. All staff are encouraged to take up training opportunities to expand their professional development and ensure an up to date knowledge of childcare issues.

It is the responsibility of the Preschool Manager and Business Manager to identify and promote suitable training courses for staff and volunteers and strongly encourage them to take advantage of these. Support will be given to help individuals overcome any barriers to accessing such training.

Staff will be expected to attend training courses and update skills as and when requested by the Preschool management team. Staff and volunteers will not be expected to cover the cost of any training that they are required to undertake.

Specific training courses in First Aid, Safeguarding, Food Hygiene, and the PREVENT Duty are obligatory and staff members must always attend such courses when requested. It is the Preschool Business Manager's responsibility to ensure that staff are kept up to date with recent legislation and are suitably enrolled on any courses that are necessary to fulfil the Preschool's legal responsibilities.

3.5 Staff:Child Ratios

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 enhanced criminal records and barred list checks through the Disclosure and Barring Service in accordance with statutory requirements.

Ratios

To meet this aim, the Preschool will normally look to achieve an overall adult to child ratio of between 1:5 and 1:6, with a maximum of 25 children in a session.

The Early Years Foundation Stage requires, as a minimum, the following ratios of adult to children:

Children aged two years: 1 adult to 4 children:

- at least one member of staff holds a full and relevant level 3 qualification; and
- at least half of all other staff hold a full and relevant level 2 qualification.

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

- at least one member of staff holds a full and relevant level 3 qualification; and
- at least half of all other staff hold a full and relevant level 2 qualification.

We follow the Early Years Foundation Stage Safeguarding and Welfare Requirements where a Qualified Teacher, Early Years Professional or other suitable level 6 qualified person is working directly with children aged three and over between the hours of 8am and 4pm as follows:

- there is at least one member of staff for every 13 children; and
- at least one other member of staff holds a full and relevant level 3 qualification.

Procedures

The number of children for each play partner reflects the individual needs of the children and the capacity of the individual play partner to manage their cohort.

We only include those aged 17 years or older within our ratios. Where they are competent and responsible, we may include students on long-term placements and regular volunteers.

A minimum of two staff/adults are on duty at any one time; one of whom is either our manager or deputy.

Our manager deploys our staff, students and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of staff, and always within sight *or* hearing of staff.

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 need to leave their area and tell colleagues where they are going.

Our staff, students and volunteers focus their attention on the children and do not spend time in social conversation with colleagues while they are working with children.

The Preschool Manager and Preschool Business Managers will ensure that suitable contingency plans are in place to cover emergencies, unexpected staff absences, and sickness.

4. Key person ('play partner')

The play partner's role

All children are unique and the amount of time that a child takes to settle into our Preschool can vary enormously. Therefore, children will be given time to settle in at their own pace to make them feel welcome, safe and confident in a new environment.

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. We are committed to the key person approach which benefits the child, the parents, the staff and the setting. It encourages secure relationships which support children to thrive, give parents confidence and make the setting a happy place to attend or work in. At Freshford Preschool we refer to the key person role as 'play partner.'

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

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

The play partner's responsibilities

We allocate a play partner before the child starts. The play partner is responsible for:

- Providing an induction for the family and for settling the child into our setting
- Completing relevant forms with parents
- Explaining our policies and procedures to parents, focusing on policies such as safeguarding and our responsibilities under the Prevent Duty
- Offering unconditional regard for the child and being non-judgemental
- Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning
- Acting as the main contact for the parents
- Developmental records and for sharing information on a regular basis with the child's parents to keep those records up to date, reflecting the full picture of the child in our setting and at home
- Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.

We promote the role of the play partner as the child's primary carer in our setting, and as the basis for establishing relationships with other adults and children. However, as a small setting, the staff work very much as a team, and support one another in providing for the needs of every child, not just those for whom they act as play partner.

The induction process

The Preschool strongly encourages parents/carers to visit the Preschool with their children before they apply for a place. Prior to starting at the Preschool, parents/carers are required to complete our online Registration form (a paper copy can be provided if necessary), so that the Preschool has essential contact, health and other relevant information about the child. New parents/carers are invited to bring their child to a short taster session for new children in July. This session lasts 1.25 hours and children attend with a parent/carer. The session provides an opportunity for the children to enjoy some of the Preschool's toys, activities and routines, decorate their peg label and 'person' for the Preschool's self-registration board, and meet their play partner.

Parents/carers are then asked to complete an All About Me questionnaire using Tapestry, our online learning journal. This allows them to provide more information about their child, and their individual likes, dislikes and needs. We then offer families a home visit from the child's play partner during July or August, where the play partner will talk through the All About Me responses and will answer any questions or concerns raised by the family. The play partner will aim to develop a bond with the child and their family and to offer a close, settled relationship.

For children who join the Preschool part-way through the school year, we will adapt this induction procedure to fit their individual needs.

The settling in process

When children start their scheduled sessions with us in September, parents are welcome to stay for a while to help their child settle but should feel confident to leave once their child is engaged and happy. We do not offer a formal settling in timetable in these first couple of weeks, but if a child is finding it hard to settle, we will work with the parent or carer to vary the child's initial session times in whatever way is most helpful.

We judge a child to be settled when they have formed a relationship with their play partner, for example, the child looks for the play partner 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.

If it seems that a child is taking a long time to settle in, this will be discussed with their parents/carers at the earliest opportunity. Likewise, if a parent/carer feels that there is a problem during the settling in period, they should raise this with a member of staff. Staff will always be available to discuss any concerns or other issues with parents/carers regarding their child and their attendance at the Preschool.

During the first weeks at Preschool, children will be informed about the Preschool's routines and the programme of activities. Ground rules and Preschool boundaries will be explained to the children. Fire drills take place every term on different days of the week, so that new children can experience the fire evacuation procedure.

For children who join the Preschool part-way through the school year, we will adapt this settling-in procedure to fit their individual needs.

5. Health

Freshford Preschool is committed to encouraging and promoting good health and to dealing efficiently and effectively with illness or health-related incidents that may arise while children are in our care.

5.1 Administering medicines

Wherever possible, children who are prescribed medication should receive their doses at home. Staff should not normally administer medication to a child unless it is prescribed by a GP, dentist, nurse or pharmacist, and enclosed in the original packaging with the child's name and prescription details attached. Staff will not administer medication unless the request to do so is from the child's parent or carer and is given in writing at the start of a session, stating frequency and dosage. Parents/carers can make such a request by completing and signing the Administering Medication Form. Non-prescription medication can be administered, but only with the prior written consent of the parent/carer using the Administering Medication Form. Children will never be given medicines containing aspirin unless it is prescribed by a doctor.

Staff have the right to decline such a request from a parent/carer if they are in any way uncomfortable with this. The Preschool is likely to decline a request from parents/carers to administer medication where this involves technical knowledge or training.

Medication will never be given without the prior written request of the parent/carer and a written and signed instruction from the child's GP, dentist, or nurse if appropriate, including frequency, dosage, any potential side effects and any other pertinent information.

Procedure for administering medication at the Preschool is as follows:

All medicines will be stored strictly in accordance with product instructions and will either be kept on the kitchen counter or in the fridge out of reach of the children.

A member of staff will be assigned to administer medication for each individual child concerned. They will also be responsible for ensuring that:

- prior consent is arranged.
- all necessary details are recorded.
- that the medication is properly packaged, labelled and safely stored during the session.
- another member of staff acts as a witness to ensure that the correct dosage is given.
- parents/carers sign in the Medication Record Book to acknowledge that the medication has been given.

If for any reason a child refuses to take their medication, staff will not attempt to force them to do so against their wishes. If such a situation occurs, the Preschool Manager and the child's parent/carer will be notified, and the incident recorded in the Medication Record Book.

If there is any change in the type of medication – whether regarding dosage or other changes to the information given on the Administering Medication Form – a new form must be completed.

Full details of all medication administered at the Preschool, along with all Administering Medication Forms, will be recorded and stored in the Medication Record Book.

Any staff medication will also be kept out of reach of the children. Any staff member returning to work from sick leave will complete a 'sick leave and back to work' form which asks them to declare whether they are taking any medication which could affect their ability to work with children.

5.2 Managing children who are sick, infectious or with allergies

Our Preschool is committed to the health and safety of all children and staff who play, learn and work here. As such, it will sometimes be necessary to require a sick child to be collected early from a session or be kept at home while they get better.

Parents/carers will be notified immediately if their child has become ill and needs to go home. Sick children will be comforted, kept safe and under close supervision, but away from the other children until they are collected.

If a child has had to go home prematurely due to illness, they should remain at home until they are better for at least 24 hours, or according to the times set out in the table below. If a member of staff becomes ill at work, similar restrictions on their return will apply.

If a child or member of staff becomes ill outside Preschool hours, they should notify the Preschool as soon as possible. The minimum exclusion periods outlined in the table below will then come into operation.

If any infectious or communicable disease is detected on the Preschool's premises, the Preschool will inform parents/carers as soon as possible. The Preschool is committed to sharing as much information as possible about the source of the disease and the steps being taken to remove it.

COVID-19 additional guidance

For as long as the coronavirus (COVID-19) pandemic continues, we will be adopting a more stringent isolation procedure for any child (or staff member) who becomes ill during a preschool session.

Should a child become ill during session, they will be taken into the green room by a member of staff, where they will be comforted, reassured and kept safe and comfortable until they are collected. The windows will be open for ventilation, and if the child needs to use the toilet, they will use the one allocated at the back of the hall, which will otherwise be unused by children. The member of staff supporting them will be encouraged to wear emergency PPE, and the child a mask if they are willing. We will not force a child to wear a mask.

If the child is displaying symptoms of coronavirus, we ask that parents promptly arrange for their child to be tested for coronavirus (a test can be booked/arranged online) and notify us of the test result either way as soon as possible. If the test is positive, they will need to remain at home for 14 days, to ensure the whole household is symptom free. During this time the setting will remain in contact and will offer support where we can. If the test is negative, the child can return to preschool once their symptoms are gone. If parents choose not to get their child tested, the child will need to remain at home for 14 days.

Reporting of 'notifiable' diseases

If the Preschool believes a child is suffering from a notifiable disease identified as such under the Health Protection (Notification) Regulations 2010 they will inform the Local Health Protection Unit. The Preschool will also inform Ofsted if there are three or more cases at the Preschool.

Current Notifiable diseases are Acute encephalitis, Acute infectious hepatitis, Acute meningitis, Acute poliomyelitis, Anthrax, Botulism, Brucellosis, Cholera, Coronavirus (COVID-19), Diphtheria, Enteric fever (typhoid or paratyphoid fever), Food poisoning, Haemolytic uraemic syndrome (HUS), Infectious bloody diarrhoea, Invasive group A streptococcal disease, Legionnaires' Disease, Leprosy, Malaria, Measles, Meningococcal septicaemia, Mumps, Plague, Rabies, Rubella, SARS, Scarlet fever, Smallpox, Tetanus, Tuberculosis, Typhus, Viral haemorrhagic fever (VHF), Whooping cough, and Yellow fever.

Head lice

When a case of head lice is discovered at the Preschool, this will be handled carefully and safely. The affected child will not be isolated from other children or excluded from activities or sessions at the Preschool. When the affected child is collected, their parent/carer will be informed in a sensitive manner. Other parents/carers will be informed as quickly as possible and given advice and guidance on treating head lice. Staff should also check themselves regularly for lice.

Minimum Exclusion Periods for Illness and Disease

<i>Disease</i>	<i>Period of Exclusion from Preschool</i>
Rashes and Skin infections	
Chickenpox	5 days from onset of rash
German measles (rubella)	6 days from onset of rash
Hand, foot and mouth	None, but advice from the local Health Protection Unit should be sought if a large number of children are affected.
Impetigo	Until lesions are crusted or healed, or 48 hours after commencing antibiotic treatment
Measles	4 days from onset of rash
Scabies	Children can return after first treatment
Scarlet Fever	Child can return 24 hours after commencing antibiotic treatment
Shingles	Exclude only if rash is weeping and cannot be covered.
Slapped cheek	None
All diarrhoea and vomiting illnesses	48 hours from last episode of diarrhoea and vomiting
Respiratory infections	
Influenza	Until recovered
Tuberculosis	Consult the Local Health Protection Unit
Coronavirus (COVID-19)	14 days from onset of symptoms
Whooping cough	5 days from commencing antibiotic treatment or 21 days from onset of illness if no antibiotic treatment

Disease ***Period of Exclusion from Preschool***

Other infections

Conjunctivitis	None, but contact Health Protection Unit if an outbreak/cluster occurs.
Diphtheria	Exclusion essential. Consult Health Protection Unit.
Hepatitis A	7 days from symptom onset
Hepatitis B/C/HIV/AIDS	None
Meningococcal meningitis/	Until recovered
Septicaemia	
Mumps	5 days from onset of swelling
Threadworms	None
Tonsillitis	None

This list is not necessarily exhaustive, and staff will contact local health services if they are in any doubt: South West (North) Health Protection Unit: Rivergate House, 2 Rivergate, Bristol, BS1 6EH
Telephone: 0300 3038162 (option 2)

Allergies

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

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

- The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).
- The nature of the allergic reactions (e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc).
- What to do in case of allergic reactions, any medication used and how it is to be used (e.g. EpiPen).
- Control measures - such as how the child can be prevented from contact with the allergen.
- Review measures.

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

All food allergies, severe or otherwise, are noted in the snack file (kept in the kitchen) so that staff and volunteers are aware of these when preparing snack.

Nuts and nut products are used within the setting, but only when there is no child on roll, or staff member or volunteer present with an allergy to nuts.

If a child or staff member has an allergy to nuts, parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

Epilepsy and Seizures

This Policy has been written in line with information provided by Epilepsy Action, the Department for Education (DFE) and the Special Educational Needs Code of Practice. Freshford Pre School recognises that epilepsy is a common condition affecting some

children. As with all children, we will support those with epilepsy in all aspects of Preschool life and will nurture and encourage them to achieve their full potential.

Our policy is developed and understood by all staff. It ensures that all staff receive the relevant training about epilepsy/ seizures, and the administration of any emergency medication that may be required. Any new staff will also receive appropriate training.

When a child joins our setting, or an existing child is diagnosed with the condition, the Manager/SENCO (Special Educational Needs Coordinator) will arrange a meeting with the parents/carers to establish if or how the child's diagnosis may affect their Preschool life. This should include the possible implications for learning, playing and social development. A nurse may also attend the meeting to talk through any concerns the family or staff may have. The following areas will be covered:

Record Keeping

During the meeting the Manager/SENCO will discuss details of the pupil's epilepsy/seizures and learning and health needs. This document may include issues such as agreeing to administer medicines and any staff training needs. This information will inform the child's Health Care Plan, and once completed will be signed by the parents and Manager. A copy will be given to the parents. A further EMERGENCY COPY will be held with the original Health Care Plan in the Managing Medicines Folder. This information will be regularly reviewed and updated when necessary. All staff will be kept fully informed of any changes.

Medicines

The child's Health Care Plan will contain the information highlighted above and identify any medication or first aid issues which staff need to be aware of. In particular it will state whether the child requires emergency medication, and whether this medication is Rectal diazepam or Buccal midazolam. It will also contain the names of the members of staff who have been trained and would if necessary be administering the medication. If emergency medication is required, then the Preschool's *Administering medicines* policy will also contain details of the correct storage procedures in line with the DFES guidance found in *Managing Medicines in Schools and Early Years Settings*.

First Aid

First Aid for the child's seizure type will be included on their Health Care Plan and all staff will receive basic first aid training on administering first aid. The following procedures for giving basic first aid for tonic-clonic seizures will be displayed on the Staff Notice Board.

- 1. Assess** – stay calm and assess the situation; are they in danger of hurting themselves? Remove any nearby objects that could cause injury.
- 2. Cushion** – Cushion the head to prevent them from head injury
- 3. Time** – Check the time the seizure starts and how long it lasts; if it lasts longer than usual for the child or continues for more than five minutes, then call an ambulance and administer medication.
- 4. Identity** – Need child's medical information

5. Over – Once the seizure has finished aid breathing by gently placing the child in the recovery position; this helps drain saliva or vomit – never force; It can be normal for breathing to stop during the ‘tonic’ part of the seizure, the face may go pale; during the ‘clonic’ part breathing can be irregular.

6. NEVER restrain the child; never put something in their mouth or give them food or drink.

7. Do not try to move the child unless they are in danger.

8. Sometimes a child may become incontinent during their seizure. If this happens we will aim to cover them to avoid any embarrassment. When the child finishes their seizure reassure them and protect their dignity and self-esteem.

9. Try and move the other children away as soon as possible.

10. ANY CONCERNS, CALL AN AMBULANCE

In the unlikely event that a problem arises, staff will be considered to have acted in good faith if our procedures have been followed.

Learning and Behaviour

As a setting we recognise that some children may have special educational needs because of their condition. Following the initial meeting, the child’s key person will continue to monitor their development, and if necessary highlight any areas of concern/delay. If there is any concern, a meeting will be arranged with the parents/carers and the Manager/Key person/SENCO to share the observations, and if necessary set up an Individual Educational Plan. If there remains continued concern, then the SENCO may suggest with parental permission some additional support from other education or medical agencies.

Preschool Environment

The above Epilepsy Policy applies equally within the Preschool. This includes activities taking part on the Preschool premises and outings. For outings, a separate risk assessment will be undertaken with staff, and any concerns held by the parent/carer or members of staff will be addressed at a meeting prior to any outing taking place.

Further Information

The following information is taken from the DFES document Managing Medicines in Schools and Early Years Settings. It aims to highlight the importance of having a clear school epilepsy policy and help staff understand their responsibility in ensuring the safety of a child with epilepsy in their school/Preschool.

The general guidance for ensuring the health and safety of children in school’s states that it is the employer’s responsibility (under the Health and Safety at Work Act 1974) to make sure schools have a health and safety policy which includes procedures for supporting children with medical needs. It is also the employer’s responsibility to make sure that they have taken out Employer’s Liability Insurance and that this insurance provides full cover for school staff acting within full scope of their employment ie ‘duty of care’.

In the day-to-day management of children's medical needs, parents should give the school information about the child's condition, including any relevant details from the child's GP, consultant or epilepsy specialist nurse. Parents are also responsible for supplying any information about their medicine their child needs and providing details of any change to the child's prescription or support required. There is no legal duty requiring school staff to administer medication. However, schools (Preschools) should consider this issue as part of their accessibility planning duties. Staff are usually happy to train to administer emergency medication.

5.3 Recording and reporting of accidents and incidents

Recording accidents and incidents

Parents/carers will be made fully aware of the details of any incidents involving their child's health and safety, and any actions taken by the Preschool and its staff.

All such accidents or incidents will be recorded in detail and logged in the Incident Record book or the Accident Record Book. Parents/carers will be asked to sign in the relevant section of the book to acknowledge the incident or accident and any action taken by the Preschool and its staff.

The Preschool Manager and other relevant members of staff should consider whether the accident or incident highlights any actual or potential weaknesses in the Preschool's policies or procedures, and act accordingly, making suitable adjustments where necessary. The Accident and Incident records will be reviewed fortnightly by a designated staff member, and any pattern of incidents or similar accidents will be followed up through staff meetings and staff supervisions.

Reporting to Ofsted and Social Services

The Preschool will notify Ofsted and Social Services of any serious accident, illness, injury or death of any child whilst in its care, including while on outings. The Preschool will notify Ofsted and Social Services if a child in our care needs to go to an Hospital Accident and Emergency Department (and requires hospitalisation for more than 24 hours), either directly from the Preschool or later, as the result of something that happened while the child was in the Preschool's care. Notification will be made by telephone (0300 123 1231) as soon as is reasonably practicable, but in any event within 14 days of the incident occurring.

Ofsted define serious injuries as:

- broken bones or a fracture
- loss of consciousness
- pain that is not relieved by simple pain killers
- acute confused state
- persistent, severe chest pain or breathing difficulties
- amputation
- dislocation of any major joint including the shoulder, hip, knee, elbow or spine
- loss of sight (temporary or permanent)
- chemical or hot metal burn to the eye or any penetrating injury to the eye
- injury resulting from an electric shock or electrical burn leading to unconsciousness, or requiring resuscitation or admittance to hospital for more than 24 hours

- any other injury leading to hypothermia, heat-induced illness or unconsciousness; or requiring resuscitation; or requiring admittance to hospital for more than 24 hours
- unconsciousness caused by asphyxia or exposure to harmful substance or biological agent
- medical treatment, or loss of consciousness arising from absorption of any substance by inhalation, ingestion or through the skin
- medical treatment where there is reason to believe that this resulted from exposure to a biological agent, or its toxins, or infected material.

Ofsted define minor injuries which do not need to be reported as:

- sprains, strains and bruising
- cuts and grazes
- wound infections
- minor burns and scalds
- minor head injuries
- insect and animal bites
- minor eye injuries
- minor injuries to the back, shoulder and chest.

Reporting to the HSE under RIDDOR

If a child is injured at the Preschool and is taken directly to hospital from the setting (regardless of how they are taken e.g. by the parent or by ambulance) and medical treatment is given, then it must be reported to the HSE under RIDDOR. If no treatment is given, or they are taken as a precaution, or they are taken to a doctor or walk in centre, then it does not have to be reported. There is a 10-day deadline for reporting incidents to the HSE, so if a child is taken to hospital and you do not know what happened to them whilst there and will not know within 10 days then as a precaution a RIDDOR report should be made.

5.4 Hygiene

Our Preschool recognises the importance of maintaining the highest possible standards of hygiene in and around the premises to minimise the risks posed to children, staff and other visitors.

The Preschool Manager and staff are committed to taking all practicable steps to prevent and control the spread of infectious germs, and to uphold high standards of personal hygiene to minimise the risk of catching or spreading infections.

Personal Hygiene

In all circumstances, staff will adhere to the following examples of good personal hygiene:

- Washing hands before and after handling food or drink.
- Washing hands after using the toilet.
- Encouraging children to adopt these same routines.
- Covering cuts and abrasions while at the premises.
- Taking any other steps that are likely to minimise the spread of infections.

Hygiene in the Preschool

The Preschool Manager and all staff will be vigilant to any potential threats to good hygiene in the Preschool. To this end, a generally clean and tidy environment will be maintained. The Preschool Manager will ensure that toilets are cleaned daily and that there is always an adequate supply of soap and paper towels for both staff and children. Staff will also be vigilant to any sharp objects, such as glass, which may be on the premises.

Dealing with Spillages

Spillages of substances likely to result in the spread of infections will be dealt with rapidly and carefully. Blood, vomit, urine and faeces will be cleaned up immediately and disposed of safely and hygienically. Staff will wear disposable plastic gloves while using bleach or disinfectant solution and wash themselves thoroughly afterwards. Children will be kept well clear while such substances are being dealt with.

Kitchen Hygiene

All areas where food and drink are stored, prepared and eaten are prone to the spread of infections. Therefore, staff must be particularly careful to observe high standards of hygiene in such instances. To this end the following steps will be taken:

- Waste will be disposed of safely and all bins will be kept covered
- Food storage facilities will be regularly and thoroughly cleaned
- Kitchen equipment will be thoroughly cleaned after every use
- Adults and children will wash and dry their hands thoroughly before touching food
- Adults and children will wear aprons while preparing snacks or doing cooking activities
- If cooking is done as an activity, all surfaces and equipment involved will be thoroughly cleaned before and after the session

Additionally, staff will be aware of the provisions set out in the *Food and Drink* policy when handling, preparing, cooking and serving food or drink at the Preschool.

The Preschool will inform Ofsted of any food poisoning affecting two or more children looked after on the premises within 14 days of the incident occurring.

5.5 Sun safety

At Freshford Preschool we acknowledge the importance of sun protection and will work collaboratively to ensure this happens during each session. We will educate children, staff and parents about sun safety, and ensure that we have the procedures and equipment to enable children to enjoy time in the sun safely.

Education

During preschool sessions staff will set time aside for sun safety topics to be discussed, empowering children with information/understanding of how to stay safe in the sun. This will be done at appropriate developmental levels, using the sun smart resources available.

Parents will be directed to sun protection information, so they can help ensure that this remains a 'normal' process for children to follow during hot weather: wearing a sun hat, applying sun cream, knowing to stay in the shade when possible.

Protection

Staff will ensure that more shaded areas are available in the preschool garden for children to play in. We will use dens, canopies and other resources already in the garden, such as the tree which gives natural shade, as well as the cosy cottages and other play structures.

We will schedule outside play for the beginning of the session, from 9am to 10.30am to allow open ended explorations in the garden before the sun reaches optimum heat, around 11-3. During these times, if we are outside, we will encourage children to use shaded areas, ensure hats are worn and sun cream is regularly applied.

During hot weather, children will be given drinks of water more frequently, and they will be encouraged, as always, to independently pour a drink for themselves from the designated drinking area whenever they would like one. This will be reinforced at group times.

Clothing

We ask that parents provide a sun hat for their child, which is clearly labelled with their name. We have some spares at the setting if needed for emergencies. Sunglasses are encouraged to be used to protect eyes from the UV rays. Staff will be encouraged to wear hats in the summer months to model and reinforce the need to do this.

Sun cream

Parents will be asked to complete a form giving permission for staff to supervise the application of sun cream and to help if needed. This will request details of any allergies or special requirements, the type/brand of sun cream their child/ren are able to use, and when it was last applied, and whether their child/ren can apply their sun cream under supervision, or if they require help.

Children will need to bring their own labelled bottle of sun cream. As a setting, we recommend a factor of no less than 20 SPF.

We will promote independence in this area by modelling how to apply it and using mirrors for the children to see if they have covered their whole face and wiped it in fully. Preschool will have a supply of sun cream for use if a child forgets their own sun cream (and if parents have given permission for this). This will be for exceptions only, and not for general use. The setting is mindful of family preferences with regards to sun cream, and of any potential allergies.

5.6 Food & Drink

At Freshford Preschool we believe having a balanced approach to healthy eating is very important for the long-term health of the children. In July 2017 we obtained the prestigious Director of Public Health Healthy Outcomes Award, which we are very proud to hold.

All foods can form part of a balanced diet eaten in the correct proportions. We want to avoid teaching the children any guilt about eating certain foods, but instead to teach them how to make

balanced decisions about what they eat and why for themselves. We aim to achieve this by giving children, staff and parents the tools to work with so that children make good habits.

The Preschool recognises the importance of healthy eating and a balanced and nutritious diet, free from excessive salt, sugar, fat or artificial additives. It is this ethos that underpins our policies on food and drink consumed in the Preschool setting.

Snack Times

Snacks are provided by us at Preschool, and will include fruit and vegetables, milk and cheese, oatcakes, rice cakes, breadsticks, eggs and hummus. When in the normal Preschool setting, the Department of Health's guidelines with respect to the food groups offered at snack time are used. Snacks are varied each day with a variety of tastes and textures. Snack portions are restricted so that the children still retain an appetite for lunch. Parents are informed about that day's snack via the 'Preschool News' whiteboard. Fresh drinking water is always available.

Lunch boxes

Parents are strongly encouraged to provide healthy, balanced lunches for their children and to include only water as a drink. We also ask parents not to pack more food than their child can eat. We understand that ensuring a child has eaten enough and is happy can be a source of concern. Therefore, we encourage parents to discuss any concerns they have about what their child is eating at lunch time and portion sizes with their play partner.

A diet where high levels of added sugars and salt are regularly consumed is strongly linked to the development of long-term chronic diseases such as type II diabetes and heart disease. Therefore, to ensure children are having the right balance of food and drink across the day, it is recommended that high sugar, fat and salt items are not included in packed lunches.

The consumption of any type of juice drink is strongly linked with the development of tooth decay. We therefore ask parents only to provide water in packed lunches in keeping with what the children are used to at snack time. We recommend that parents look at the food labels on any packaged food that is included in lunch boxes and consider how these foods fit into the balance of foods a child is eating over a day. The NHS guidance on salt and sugar content is:

Salt	1 to 3 years – 2 g salt a day (0.8 g sodium) 4 to 6 years – 3 g salt a day (1.2 g sodium)
Sugar	children aged 4 to 6 years old should have no more than 19 g of added sugars in a day (5 sugar cubes)

Please follow the links to the NHS website for more information on sugar and salt in our diets:

<http://www.nhs.uk/Livewell/Goodfood/Pages/sugars.aspx>

<http://www.nhs.uk/Livewell/Goodfood/Pages/salt.aspx>

If you would like further information on what foods are recommended as part of a balanced diet, please ask our Preschool Manager or Committee Chair.

Because of the risk of allergies children are not permitted to swap food. An ice pack should be provided during summer months to keep food cool.

Talking about food & diet

The messages children get from the people around them on food and diet will be very powerful. To help the children receive a consistent and positive message on a balanced diet, we consider the language used when discussing food. As part of this, we are using the Director of Public Health guidance on the use of language around food:

“Using the words ‘healthy’ and ‘unhealthy’ when talking about individual food and drink isn’t a very helpful practice – its overall diet that is important. We all eat and give our children things that would fall into both categories, but we can be made to feel bad about the ‘unhealthy’ things - over time this can have a negative effect on our attitudes towards food, eating and our bodies. What we are aiming for is a balance. When helping children to understand what this means, we need to teach in an age appropriate way that we need to eat the right amounts: a balance of everything to give our bodies what they need. There are certain foods we should eat lots of and regularly and other foods we should eat less of and not so often. Using the word ‘balanced’ rather than healthy and steering clear of healthy vs. unhealthy labelling will help children learn about eating well.”

Cultural and Religious Diversity

The Preschool and its staff are committed to embracing the cultural and religious diversity of the families who use our services. The Preschool Manager and staff will work with parents/carers to ensure that any specific dietary requirements are met. The Preschool is also keen to help introduce children to different religious and cultural festivals and events through different types of food/drink sessions.

Preschool Celebrations/Food on Special Occasions

So that we can ensure a balance across the day; manage allergy and dietary requirements and respect families’ own choices around giving their children ‘treats,’ we ask that you do not bring in food as a gift to mark a special occasion. Instead the Preschool will celebrate the children’s birthdays by singing Happy Birthday and giving a wow cow birthday card, and the option to wear our birthday hat!

Food Allergies

The registration form includes a request for information about any special dietary requirements or allergies the child suffers from, along with their food and drink preferences. The Preschool Manager and staff will ensure that food and drink offered to children takes account of this information to safeguard their health and meet – as far as possible – their preferences. Information on allergies is shared with the parent volunteer through the snack monitoring form.

Food Safety

The Preschool Manager and staff will make every effort to ensure that food and drink is safely prepared and sensitive to the dietary, religious and cultural requirements of all the children. When preparing food and drink, staff will be mindful of the provisions of the *Hygiene* Policy to ensure that the safety of staff and children is paramount. In addition to these provisions, staff will be careful to ensure both the safety of themselves and children when using sharp or dangerous equipment in food and drink preparation.

The Preschool Manager and staff are mindful of their responsibilities and obligations under the Food Safety Act 1990. The Preschool is registered with the local authority to provide food. All

permanent staff will have up to date Food Hygiene Certificates and are fully trained in food storage, preparation, cooking and food safety. The Preschool will notify Ofsted of any food poisoning affecting two or more children attending the Preschool. Notification will be made within 14 days of the incident occurring.

Food and Eating Environment

The Preschool will provide a clean, sociable environment for the children to eat their snack and lunch. Both snack time and lunch time are group activities where the children all sit down together. The children are also encouraged to help prepare their food using safety knives.

No child will ever be forced to eat or drink something against their will and the withholding or granting of food and drink will never be used as either a punishment or reward.

5.7 Physical Activity

Freshford Preschool is committed to promoting physical activity, in fun and engaging ways which ensure every child can participate. By using the extensive space on offer, each day there are opportunities for children to partake in physical activity in keeping with our settings ethos of 'Explore, Create, Discover.'

Children are encouraged to move for at least 180 minutes per day, with the levels of intensity and activity varying. There are planned activities focusing specifically on physical activity, including walks, hall explorations, outside play and using the large field. We have Forest school sessions once a week, where the children are exploring the outdoors for the whole session. This allows them to develop their gross motor skills and build up resilience. As well as this, after the planned adult led activities, there is an hour of uninterrupted free flow play, where the children have access to the hall, and outside, where provisions are in place for further physical activities to be engaged in, including fine motor skills such as cutting, and mark making.

Safe indoor and outdoor areas are available that meet or exceed recommended safety standards for performing large-muscle activities. Preschool has a large hall accessible most sessions, along with a two-tier garden, allowing for large muscle activities to be practised and developed. Inside, the children join in with music and movement, target games, throwing/catching, obstacle courses along with bikes and trikes play. Outside, tree climbing, mark making at the chalk wall or easel, ball play and moving in different ways – running/hopping/ jumping - can be enjoyed.

Preschoolers are encouraged to develop competence in fundamental motor movement skills that are the basis for future motor skills and physical activity. Freshford Pre School incorporates the fundamental movement skills which practitioners have had training in delivering.

Early years practitioners understand the importance of physical activity and promote movement skills by providing opportunities for structured and unstructured physical activity and movement experiences. Positive role models ensure that physical activity is something children see the adults partake in, and so encourages them to copy. Adults join in with the structured activities, Forest school, and during free flow will support and promote children's involvement in physical activity. Ways to ensure children are moving throughout the session includes transporting resources to different areas of the setting, both inside and out, taking away the chairs at tables, so children are

using their bodies more, as well as tidy up time each day, where children are encouraged to help tidy away the resources to music, followed by a fun dance at the carpet!

Physical activity is enjoyed throughout the year, both inside and out, and parental support with this is appreciated with appropriate clothing for all weathers being provided, as set out in the 'starting Preschool' hand out. This is enhanced with other activities which occur alongside the usual day to day provisions. They include:

- Sports day, and the planning leading up to it – involving children in deciding which games to do, practicing those games & skills, encouraging teamwork, the impact of exercise and the effects it has on your body.
- Ad hoc workshops, including drumming days, yoga and music and movement workshops with external agencies.
- Trips – walking to, and from, the station/destination in Bath or other local towns.
- Regular walks around the village, exploring the local environment, in all seasons.
- Walking up the hill in the field and rolling down it, as well as walking up into the woods
- Forest school – physical activities during Forest school include walking across fields and into the woods, den building, 'abseiling', bridge building and crossing, balancing.
- Promoting active travel, with parents and children being encouraged to walk, or cycle, to Preschool, with children keen to show their scooter or bikes!
- We celebrate individual achievements such as swimming, dance and gymnastic awards that have been obtained outside Preschool, and we talk about activities that children have enjoyed with their families at the weekend, be it a nature walk or fun in the garden.

Through talking to parents and the children, Freshford Pre School has a clearer idea of what physical activity means for them, and this input is greatly appreciated. Physical activity that children are enjoying outside of Preschool regularly includes tree climbing, scooting, cycling, dancing, gymnastics, rough and tumble play with Daddy, mowing the lawn, acting out favourite books, trampolining and gardening.

6. Managing Behaviour

6.1 Achieving positive behaviour

Our Preschool recognises the importance of positive and effective behaviour management strategies in promoting children's welfare, learning and enjoyment.

We aim to help children to:

- Develop a sense of caring and respect for one another.
- Build caring and co-operative relationships with other children and adults.
- Develop a range of social skills and help them learn what constitutes acceptable behaviour.
- Develop confidence, self-discipline, and self-esteem in an atmosphere of mutual respect and encouragement.

Behaviour Management Strategies

The Preschool Manager will have overall responsibility for behaviour management issues. The staff team will manage behaviour according to clear, consistent and positive strategies. Parents/carers are encouraged to contribute to these strategies, raising any concerns or suggestions. Behaviour management in the Preschool will be structured around the following principles:

- Staff and children will work together to establish a clear set of 'ground rules' governing all behaviour in the Preschool.
- Positive behaviour will be reinforced with praise and encouragement.
- Negative behaviour will be challenged in a calm but assertive manner. In the first instance, staff will try to re-direct children's energies by offering them alternative and positive options. Staff will be open in stating and explaining non-negotiable issues.
- When dealing with negative behaviour, staff will always communicate in a clear, calm and positive manner.
- Staff will set a positive example to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another.
- Staff will avoid shouting at work.
- Staff will facilitate regular and open discussions with children about their behaviour. This will help them to understand the negative aspects of their behaviour and enable them to have their say and be helped to think through the causes and effects of their actions.
- Staff will work as a team by discussing incidents and resolving to act collectively and consistently.
- Staff will try to discuss concerns with parents/carers at the earliest possible opportunity to help identify the causes of negative behaviour and share strategies for dealing with it.

- Children who experience bullying, racism or other unacceptable behaviour will be given the confidence to speak out
- Staff will encourage and facilitate mediation between children to try to resolve conflicts by discussion and negotiation.
- Activities will be varied, well planned and structured, so that children are not easily bored or distracted.

Dealing with Negative Behaviour

When confronted with negative behaviour, staff will be clear to distinguish between 'disengaged', 'disruptive' and 'unacceptable' behaviour.

'Disengaged' behaviour may indicate that a child is bored, unsettled or unhappy. With sensitive interventions, staff will often be able to re-engage a child in purposeful activity.

'Disruptive' behaviour describes a child whose behaviour prevents other children from enjoying themselves. Staff will collectively discuss incidents and agree on the best way to deal with them.

'Unacceptable' behaviour refers to non-negotiable actions and may include discriminatory remarks, violence, bullying or destruction of equipment. Staff will be clear that consequences will follow from such behaviour, including in the first instance, temporarily removing a child from the activity session.

When an incidence of negative behaviour occurs, staff will listen to the child or children concerned and hear their reasons for their actions. Staff will then explain to the child or children what was negative about their behaviour and that such actions have consequences for both themselves and for other people.

Staff will make every attempt to ensure that children understand what is being said to them. Children will always be given the opportunity to make amends for their behaviour and, unless it is judged inappropriate, be able to re-join the activity.

If unacceptable behaviour persists, more serious actions may have to be taken. At all times, children will have explained to them the potential consequences of their actions.

Use of Physical Interventions

Staff will use physical interventions only as a last resort and only then if they have reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others or to prevent serious damage to property.

Before reaching this stage, staff will have used all possible non-physical actions, such as dialogue and diversion, to deal with the behaviour. The child or children concerned will be warned verbally that physical intervention will be used if they do not stop.

Dialogue will be maintained with the child or children, so that the member of staff can explain what they are doing and why they are doing it. Staff will make every effort to avoid the use of physical interventions if they are alone with the child or children.

Only the minimum force necessary to prevent injury or damage should be applied. For example, by diverting a child or children by leading them away by a hand or by an arm around their shoulders.

Staff will use physical intervention as an act of care and control and never punishment. Physical interventions will not be used purely to force a child to do what they have been told and when there is no immediate risk to people or property.

As soon as it is safe, the physical intervention should be gradually relaxed to allow the child or children to regain self-control.

The force of the physical intervention will be always appropriate to the age, size and strength of the child or children involved.

If staff are not confident about their ability to contain a specific situation or type of behaviour, consideration will be given to calling the Preschool Manager or another adult.

Where a member of staff has had to intervene physically to restrain a child, the Preschool Manager will be notified, and the incident recorded in the Incident Record Book. The incident will be discussed with the parent/carer at the earliest possible opportunity.

If a staff member commits any act of violence or abuse towards a child at the Preschool, serious disciplinary action will be implemented, according to the provisions of the *Staff Disciplinary Procedures Policy*.

Corporal Punishment

The Preschool will never give corporal punishment to a child, and so far as it is reasonably practicable, will ensure that corporal punishment is not given to any child attending the Preschool by a parent or carer.

6.2 Bullying

Our Preschool is committed to providing an environment for children that is safe, welcoming and free from bullying. Bullying of any form is unacceptable in our Preschool, whether the offender is a child or an adult. We aim to deliver a safe and secure environment where all children can play and learn without fear or anxiety, and to make a consistent response to any bullying incidents that may occur. We want the Preschool community to be aware of our opposition to bullying, and our staff to be aware that they have a responsibility to help eradicate bullying in our Preschool.

What is bullying?

Bullying amongst young children includes:

- Verbal Bullying – Name calling, teasing, taunts, threats
- Non-Verbal Bullying – gesture, body language, facial expression.
- Physical Bullying – any physical gesture from a push to some form of physical assault.
- Social Exclusion Bullying – being left out, isolated.
- Extortion Bullying – forcing someone to hand over toys or play resources.
- Hiding things – hiding another child's precious items
- Spoiling things – destroying a game.

Bullying is repeated behaviour carried out by one or more children with the deliberate intention of hurting another child (in any of the above ways). Bullying is a pre-meditated act, and due to the necessary level of cognitive development to think the process through, it generally occurs in children 5 years and over.

Rough and Tumble Play

Freshford Preschool recognises rough and tumble play as distinct from inappropriate or aggressive behaviour. Television or films which include superheroes, often influence young children and they will mimic this superhero behaviour through weapon or similar play. We endorse the following strategies to manage this kind of play:

- Recognise that this is pro-social play rather than aggressive
- Set boundaries for the games to be set out in
- Use planning opportunities to discuss the concept of 'good' and 'bad'.
- Support the play to find alternative solutions to weapon play, exploring different scenarios.

Hurtful Behaviour

Very young children are 'egocentric' which means that they put their own feelings before others, and even the most considerate child will have the occasional outburst due to frustration, anger or over exuberance. We acknowledge that this is a developmental area that needs to be nurtured and supported and that very young children do not intentionally wish to cause hurt. If hurtful comments are made, our strategies are:

- Recognising that very young children are not always able to manage their own feelings and deliver them appropriately
- Offering opportunities for the children to learn to manage their feelings and understand the feelings of others, through play, story times, circle time activities and using puppets.
- Encouraging and supporting co-operative play to develop social skills.
- Explaining unacceptable behaviour to children through the Golden Rules.
- Boosting children's self-esteem by celebrating achievements and using "Wow Cows"

Anti-Bullying Procedure

The role of the Preschool Manager

- It is the responsibility of the Preschool manager to implement the Preschool anti-bullying strategy and to ensure that all staff and volunteers are aware of the policy and know how to deal with incidents of bullying.

- The Preschool manager ensures that all children begin to learn that bullying is wrong and that it is unacceptable behaviour in the Preschool.
- The Preschool manager ensures that all staff are equipped to deal with any incidents of bullying or challenging behaviour.
- The Preschool manager sets the Preschool climate of mutual support and praise for successes, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming setting, bullying is far less likely to occur.

The role of staff

- Staff in the Preschool take all forms of bullying seriously and intervene to prevent incidents from taking place. A record is kept of all incidents of bullying that happen in the Preschool and these are shared at staff meetings.
- If staff witness an act of bullying they do all they can to support the child or children who are being bullied. If a child is being bullied over time, then, after consultation with the Preschool manager, the play partner informs the child's parent.

The role of parents

- Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the Preschool manager or their child's play partner immediately.
- Parents have a responsibility to support the Preschool's anti bullying policy and actively encourage their child to be a positive member of the Preschool.
- We expect parents to help develop their child's social skills in support of the Preschool ethos.

7. Safety & suitability of premises, environment, equipment

7.1 General Health & Safety standards

Our Preschool takes the maintenance of health and safety extremely seriously as a matter of both legal and moral importance. All staff will be directed to this policy as part of their induction and be expected to act in accordance with it at all times.

The Preschool aims to ensure the health, safety and welfare of all staff, children, visitors and other individuals who may be affected by the Preschool's activities and actual existence. We will comply with The Health and Safety at Work Act 1974 and the Workplace (Health, Safety and Welfare) Regulations 1992 and their associated Approved Code of Practice (ACoP) and guidance. The Preschool Manager and staff will always strive to go beyond the minimum statutory standards to ensure that health and safety remains our priority.

The Preschool aims to:

- Create an environment that is safe and without risk to health.
- Prevent accidents and cases of work-related ill health.
- Use, maintain and store equipment safely.
- Ensure that all staff are competent in the work in which they are engaged.

Suitability of space

During Preschool sessions, the Preschool room at the Hall is always solely available to the Preschool. All children will have adequate space in the Preschool room and foyer to play and interact freely (a minimum of 2.5 square metres' space per child). During most Preschool sessions the whole Hall is solely available to the Preschool.

There is adequate space for storing all the Preschool's equipment safely and securely in the Storage Room adjoining the Preschool Room. The Preschool will normally use the ladies' toilets at the Hall, which contain two toilets and two wash basins. Nappy changing facilities are provided in the men's toilets to maintain privacy for the children concerned, and the Preschool has a supply of spare clothing for accidents. Parents/carers are encouraged to provide their own spare clothes, nappies and wipes if needed.

Responsibilities of the Preschool Committee, and Staff team

The identification, assessment and control of hazards within the Preschool is vital in reducing accidents and incidents. Both the Preschool Manager and Deputy Manager are responsible for assessing risks to health and safety arising out of the Preschool's activities and introducing suitable steps to eliminate or control any such risk identified.

It is vital to ensure that health and safety matters are taken seriously by all members of staff and other persons who are affected by the Preschool's activities. Staff who have been found to have blatantly disregarded safety instructions or recognised safe practices will be subject to the procedures laid out in the *Staff Disciplinary Procedures* policy.

The Preschool Committee holds ultimate responsibility and liability for ensuring that the Preschool operates in a safe and hazard free manner. The Preschool Committee – along with the Preschool

Manager – is responsible for ensuring that staff both understand and accept their responsibilities in relation to health and safety procedures.

The Preschool Committee will ensure that adequate arrangements exist for the following:

- Monitoring the effectiveness of the Health and Safety policy and authorising any necessary revisions to its provisions.
- Providing adequate resources, including financial, as is necessary to meet the Preschool's health and safety responsibilities.
- Providing adequate health and safety training for all staff.
- Ensuring that all accidents, incidents and dangerous occurrences are adequately reported and recorded (informing the Health and Safety Executive and Ofsted, where appropriate).
- Reviewing all reported accidents, incidents and dangerous occurrences, and the Preschool's response, to enable corrective measures to be implemented.
- Ensuring that all staff, students, volunteers and any other adult who come into unsupervised contact with children at the Preschool have appropriate and up to date DBS criminal record checks.

The Preschool Manager is responsible for the day to day implementation, management and monitoring of the Health and Safety policy. The Preschool Manager is required to report any matter of concern regarding the Health and Safety policy to the Preschool Business Manager.

The Preschool Manager will ensure that:

- Daily safety checks, and annual full risk assessments are carried out and the reports accurately logged and retained.
- Any action required because of a safety check or risk assessment is taken as rapidly as possible.
- Information received on health and safety matters is distributed to the Preschool Committee and all members of staff.
- An investigation is carried out on all reported accidents, incidents and dangerous occurrences.
- Staff are adequately trained to fulfil their role within the Health and Safety policy.

Staff are responsible for ensuring that the provisions of the Health and Safety policy are adhered to. As such, they are required to:

- Have regard for the Health and Safety policy and their responsibilities under it.
- Have regard for any health and safety guidance issued by the Preschool Business Manager, Preschool Manager or deputy, and act upon it whenever appropriate.
- Take reasonable care for their own health and safety as well as of other persons who may be affected by their acts or omissions at work.
- Take all reasonable care to see that the equipment and premises that are used by children, and the activities that are carried out at the Preschool, are safe.
- Report any accidents, incidents or dangerous occurrences that have led to, or may be likely to lead to, injury or damage, and assist in the investigation of any such events.
- Undergo relevant health and safety training when instructed to do so by the Preschool Business Manager.

Insurance

The Children Act 1989 and the Health and Safety at Work Act 1974, place legal responsibilities on the Preschool. Therefore, the Preschool has insurance cover appropriate to its duties under this legislation, including Employer' and Public Liability Insurance. Responsibility will, in most cases, rest with the Preschool, but staff will take reasonable care, both for themselves and other people who may be affected by their acts or omissions at work. If the Preschool is held responsible for any incident that may occur, public liability insurance will cover compensation.

Manual Handling Guidance

Manual Handling is defined as "the transporting or supporting of loads, by one or more individuals, by hand or some other part of the body including lifting, putting down, pushing, pulling, carrying or moving." (HSE Manual Handling at Work – A Brief Guide). Staff should follow these principles:

THINK BEFORE LIFTING/HANDLING – consider if aids should be used, is it safe to lift the load on your own or will you require help, is the surrounding area safe and free from obstructions?

ADOPT A STABLE POSITION - feet should be apart with your leading leg slightly forward to maintain balance (alongside the load if it is on the ground). When lifting from low level bend the knees slowly, keeping the back straight.

GET A GOOD HOLD – using palms rather than your fingertips and hugging the load as close as possible to the trunk.

KEEP LOAD CLOSE TO WAIST - **for** as long as possible while lifting. Keep the heaviest side of the load next to the body. If a close approach to the load is not possible, try to slide it towards the body before attempting to lift it.

AVOID TWISTING THE BACK OR LEANING SIDEWAYS - shoulders should be kept level and facing in the same direction as the hips. Turning by moving the feet is better than twisting and lifting at the same time.

KEEP THE HEAD UP WHEN HANDLING - look ahead, not down, once the load is held securely.

MOVE SMOOTHLY - the load should not be jerked or snatched as this can make it harder to keep control and can increase the risk of injury.

DO NOT LIFT OR HANDLE MORE THAN CAN BE EASILY MANAGED - there is a difference between what people can lift and what they can safely lift. If in doubt, please seek advice or get help.

The Preschool Manager is responsible for risk assessing manual handling tasks and ensuring that all staff and volunteers receive appropriate training or guidance before attempting a task. All staff and volunteers should inform the Preschool Manager as soon as possible if they identify any hazardous manual handling activities.

7.2 Maintaining children's safety & security on the premises

Our Preschool is committed to providing children with a stimulating and safe environment. We will do all we can to make our premises welcoming and friendly to children, their parents/carers and any other visitors.

Safety

The Preschool Manager is responsible for ensuring that the Preschool's premises are clean, well lit, adequately ventilated and maintained at an appropriate temperature. Daily safety checks are carried out, in accordance with the *Risk Assessment* policy, to ensure that the facilities are maintained in a suitable state of repair and decoration. Any problems will be reported to the Preschool Business Manager for action.

No child will be allowed in the kitchen area – cookery sessions will take place in the lobby, which allows easy staff access to the ovens etc.

Members of staff will always have access to the Preschool mobile phone whilst on the premises.

Arrivals

On arrival, the parent or carer is required to sign their child into the Preschool on the daily signing-in sheet. A member of staff will also record the child's attendance in the daily register.

If the parent/carers wants their child to be given medicine during the day by a member of staff, they must complete and sign the Administering Medication Form. Further details of this procedure are contained in the Preschool's *Administering Medicines* policy.

Departures

If the child is to be collected by someone other than the parent/carers, this must be indicated to a member of staff and recorded in writing at the start of the session. Only adults – aged 16 years and over – and with suitable identification (if unknown to the setting), will be authorised to collect children. If an unknown adult should arrive to collect a child without prior warning by the parents, the Preschool will telephone the parent/carers immediately.

If the designated adult is late in picking up their child, the provisions of the *Uncollected Children* policy will be activated.

Upon departure, the signing-out sheet will be signed by the parent or carer to show that the child has left the premises. The time of departure will also be recorded. The parent or carer will collect their child's bag, lunch bag and check their drawer for artwork and letters. They will then collect their child from the Preschool room.

Absences

If a child is going to be absent from a session, parents must indicate this to the Preschool in advance, or by telephoning the Preschool mobile on the morning of the absence.

If a child is absent without explanation for more than three days concurrently, staff will contact the parents/carers to try to ascertain the reasons behind this.

Registers

It is the responsibility of the Preschool Manager to ensure that an accurate record is kept of all children in the Preschool, and that any arrival or departure to and from the premises is recorded in the register. The register will always be kept in an accessible location on the premises (for exemptions to this rule, see the *Visits and Outings* policy). This process will be supplemented by regular head counts during the day.

Records of daily registers need to be kept for at least three years from the last entry as a minimum (providers are required to show these documents during the next Ofsted inspection).

Supervision

Children will not be left unsupervised at any time during activity sessions. The Preschool Manager will allocate responsibility to individual members of staff for observing and supervising the main entrance and exit point at the beginning and end of the session.

Site Security

Our Preschool is committed to providing care and learning for children in a safe and secure environment. All staff have an individual and collective responsibility to ensure that they have continuous regard for the safety and security of all children at the Preschool.

During Preschool sessions, the main Hall doors will be locked by means of a sliding bolt on the inside out of reach of the children. Parents/carers are encouraged to talk to their children about the importance of remaining safe and not leaving the Preschool's premises including the playing field during the session. These messages will be reinforced by the Preschool staff. Safety and security procedures will be regularly reviewed by the Preschool Manager in consultation with staff and parents/carers.

Visitors

The Preschool has a Visitor signing sheet which is kept close to the main entrance on which visitors must sign on arrival, as well as providing staff with the following information:

- Their name.
- The date and time of their arrival.
- The reason for their visit.
- Their time of departure.

Visitors to the Preschool will not be left unsupervised with children at any time.

Staff have a duty to approach any visitor on the premises who has not signed in. They must introduce themselves and establish immediately who the visitor is and the reason for them being on the Preschool's premises. If the visitor has no suitable reason to be on the Preschool's premises, then they will be asked to leave immediately and escorted from the premises. If the visitor repeatedly refuses to leave, the police will be telephoned immediately. A record will be made of any such incidents in the Incident Record book, and the Preschool Manager will be immediately notified. A similar approach will be adopted for any lone or suspicious individuals loitering near the boundary of the Preschool garden, who may present a threat to the Preschool children in the garden.

Outdoor Play

Outdoor play will take place in the Preschool garden and the playing field behind the Hall. Before the start of each session a safety check is carried out in the Preschool garden to ensure no hazards such as rubbish or animal fouling have appeared since the last session.

Staff will make sure that fresh drinking water is always available to children, especially in hot conditions. In such circumstances, staff will also ensure that children are adequately protected from the sun (see our *Sun Safety* policy for more details).

Equipment

Our Preschool is committed to providing children with access to a wide range of equipment that stimulates enjoyment, learning and development, both indoors and outdoors.

All equipment and resources will be selected with care, and risk assessments carried out if appropriate before new toys and equipment are purchased, according to the principles of the *Risk Assessment* policy. All furniture, toys and equipment are kept clean, well maintained and in good repair and in accordance with BS EN safety standards or the Toys (Safety) Regulations (1995) where applicable.

Appropriate staff supervision will ensure that the safety of children is assured according to the type of equipment being used, along with the ages and number of children involved in an activity.

Outside the Preschool's opening hours, all high value equipment (laptops, tablets etc) will be kept in the locked cupboards in the storage room, safe from unauthorised access or use. When discovered, defective or broken equipment will be taken out of use and disposed of.

The Preschool Business Manager will have responsibility for regularly updating the Preschool's Inventory. The Inventory Record will include all major items or groupings of equipment so that it provides an accurate record of the 'new for old' replacement value for insurance purposes. Copies of the Inventory will be provided annually to the Treasurer. It will be updated whenever a new item is added or when an old item is removed from use.

The Preschool Manager, or designated member of staff, will keep a formal record of any item of equipment loaned to a member of staff, another organisation or a parent/carer to ensure that it is returned on time and in a good state.

7.3 Supervision of children on visits and outings

Our Preschool believes that visits and outings play an important and enriching role in the programme of activities that we provide for children. However, during such events, the safety of children remains paramount.

Preparation

Prior to a visit or outing, if logistically possible, a member of staff or volunteer will carry out an exploratory visit of the proposed destination or walk route to pre-empt any potential difficulties.

The Preschool Manager will ensure that a thorough risk assessment has been carried out prior to the proposed visit or outing, according to the provisions set out in the *Risk Assessment* policy. This should include consideration of the journey and any transportation involved. If a prior visit is not possible, the Preschool Manager will write to the venue requesting all relevant information and a risk assessment statement where available.

The Preschool will make every effort to involve children in the planning of a visit or outing. Staff will explain to children the aims and objectives of the event, along with what is expected of them in terms of their behaviour and contribution.

Children will be talked through any potential safety hazards and told to always stay with staff. Staff will explain to children what to do in an emergency.

Parental Consent

The Registration form asks for parental consent for local walks and outings including use of the playing field behind the Hall which is a public place. At least one week before a planned outing (excluding local walks), the Preschool will send a letter to parents/carers giving them detailed information about the proposed event. This will include a full programme of the planned activities, any costs involved, an outline of any journey required, and the mode of transport being used as well as approximate arrival and departure times. The Preschool Manager will take a copy of the parental and emergency contact details on the outing. Parents/carers have the absolute right to withhold consent for a proposed visit or outing.

Procedures

Children will remain under close supervision at all times. On outings away from the Hall playing field the adult to child ratio will be 1:4 or lower.

The Preschool Manager will ensure that a full First Aid kit is on hand, in compliance with the relevant provisions of the *First Aid* policy.

The Preschool Manager will ensure that the Preschool mobile phone is with them at all times on any outing away from the Hall. This phone number will have been distributed to parents in advance of the outing.

A register will be taken at the beginning, and end of the visit or outing, and regular head counts will be taken by staff. If a child is identified as missing, the *Missing Child* Policy will be put into action.

7.4 Risk Assessment

We understand the importance of ensuring that systems are in place for checking that our Preschool is a safe and secure place for children, staff and other visitors. Our risk assessment procedures are part of a continuous process to prevent any dangerous incident taking place. They are the responsibility of all staff as part of their daily duties.

In accordance with our duties under the Management of Health and Safety at Work Regulations 1999, the Preschool is required to undertake regular risk assessments and take any necessary action arising from these according to provisions set out in the *Health and Safety* policy and

elsewhere. Full risk assessments of the premises will take place annually. The Preschool Manager and Business Manager are responsible for making sure that risk assessments are completed, logged, and effectively monitored. Reviews are conducted when there is any significant change to equipment or resources, any change to the Preschool's premises, or when a child's needs or other visitor necessitates this.

The Preschool Manager and Business Manager are further responsible for conducting any necessary reviews or making changes to the Preschool's policies or procedures in the light of any potential risks that they or members of staff discover.

A visual inspection of both the equipment and the entire premises – both indoor and outdoor – will be carried out daily. This will, ordinarily, be carried out by a designated member of staff on arrival at the Preschool and will be completed before any children arrive.

During the session, staff will be vigilant and continuously aware of any potential risks to health and safety arising from:

- the Preschool's environment, both indoors and outdoors
- all surfaces, both indoors and outdoors
- all equipment used by children or staff

On discovering a hazard, staff will take all steps necessary to making themselves and any other people potentially affected safe. They will then notify the Preschool Manager and ensure that a record is made in the Incident Record book. The Preschool Manager is then responsible for ensuring that any necessary action is taken, working with the Preschool Business Manager as appropriate.

7.5 Recording Accidents, Incidents and Dangerous Occurrences

All accidents, incidents and dangerous occurrences will be recorded in either the Incident Record book or the Accident Record book on the same day as the event took place and will contain:

- The time, date and nature of the incident, accident or dangerous occurrence.
- Details of the people involved.
- The type, nature and location of any injury sustained.
- The action taken and by whom.
- The signature of the member of staff who dealt with the event, any witnesses and, if deemed necessary, a countersignature by the parents/carers of the child or children involved.

Staff should inform the parents/carers of the child or children concerned at the end of the session in which the incident, accident or dangerous occurrence took place. Where this is not possible, the information will be passed on at the earliest possible opportunity.

Child Accident Records are recorded by academic year and kept together in one volume (Early Years Alliance format). Staff accident records should be completed in the HSE-standard accident book, and a copy taken. The original should then be filed in the accidents and incidents folder and the copy in the staff file.

7.6 Fire Safety and emergency evacuation

Our Preschool understands the importance of vigilance to fire safety hazards. All staff, volunteers and children are aware of the fire safety procedures set out in this policy.

Fire safety procedures

All staff and volunteers are aware of the location of all fire exits, the fire assembly point in the playing field behind the Hall and where fire safety equipment is stored and its appropriate use.

Children will be made aware of the fire safety procedures during fire drills held in the first week of each term. All children will be made aware of the location of fire exits and the fire assembly point.

Fire doors and fire exits are clearly marked, are not obstructed at any times, and are easily opened from the inside. Fire extinguishers, carbon monoxide detectors and a fire alarm system are installed at the premises and regularly tested in accordance with manufacturer's guidance.

The Preschool Manager will be responsible for arranging fire drills and tests. The alarm system is tested weekly and the emergency lighting is tested once a term. The emergency alarm and electrical system are inspected by an engineer annually.

All fire drills, fire incidents and fire equipment checks will be recorded in the Memorial Hall's Fire Safety Logbook, including details of any problems encountered and how these will be resolved.

Fire Prevention

The Preschool will take all steps possible to prevent fires occurring. As such, the Preschool Manager and the staff team are responsible for:

- Ensuring that the Memorial Hall's and Preschool's *No Smoking* policies are always observed.
- Unplugging all equipment before leaving the premises.
- Storing any potentially flammable materials safely.

The Preschool Manager will explain fire safety procedures to new staff, students and volunteers as part of the induction process.

In the event of a fire

In the case of a fire, any adult should raise the alarm using the nearest call point. The Preschool Manager on that day will alert emergency services on 999 using the Preschool mobile phone. The Preschool Deputy, other staff and adult volunteers will escort all children out of the building and to the assembly point in the playing field by the nest swing using the nearest exit. The Preschool Deputy will bring the register, phone, and parent/emergency contact details with them. No attempt will be made to collect personal belongings, or to re-enter the building after evacuation. The entire premises will be checked by the Manager and the First Aid kit will be collected, providing that this does not put anyone at risk. On exiting the building, the Manager will close all accessible doors and windows to prevent the spread of fire. The register will be taken, and all children and staff accounted for. If any person is missing from the register, the emergency services will be informed immediately. If necessary, the Preschool staff will access the emergency contacts list that is kept off the premises.

If the carbon monoxide alarms sound

The Preschool Deputy, other staff and adult volunteers will escort all children out of the building and to the assembly point in the playing field by the nest swing using the nearest exit. The Preschool Deputy will bring the register, phone, and parent/emergency contact details with them. No attempt will be made to collect personal belongings, or to re-enter the building after evacuation. Providing that it is safe to do so, the Preschool Manager will turn off the heating system (using the instructions available in the kitchen with the Fire log book) and ventilate the entire building by opening windows/doors as appropriate, whilst checking no-one remains inside. A Hall committee representative will be informed immediately. Staff, volunteers and children will return to the hall only once the alarms have ceased sounding and been checked/reset, windows and doors have been re-secured, and the whole premises checked to ensure they are safe and that no-one has entered the premises while empty.

7.7 Closing the Preschool in an emergency

In very exceptional circumstances, the Preschool may need to be closed at very short notice due to an emergency. Such incidents could include:

- Burst water pipes or (during winter) breakdown of the heating system
- Discovery of dangerous structural damage.
- Fire or bomb scare/explosion.
- Death of a member of staff.
- Serious accident or illness.

In such circumstances, the Preschool Manager and staff will ensure that all steps are taken to keep both the children and themselves safe as appropriate. Steps will then be taken to inform parents/carers and to take the necessary actions in relation to the cause of the closure. All children will be supervised until they are safely collected.

7.8 Closing the Preschool in severe weather

Our Preschool is committed to operating normal sessions whenever possible. However, during periods of severe weather it may be necessary to close the Preschool in the interests of health and safety, and because of access difficulties for staff and parents.

Factors determining closure

In the case of severe weather such as heavy snow and ice, the Preschool Business Manager and Preschool Manager will decide whether normal sessions can operate. They will base their decision on the following factors:

- Accessibility by staff, ensuring the appropriate numbers of qualified staff and adult to child ratios can be maintained.
- Ice and snow conditions in the vicinity of the Hall which could represent a significant slip hazard for staff, parents, and children.
- Availability of heating at the Memorial Hall.

Payment of staff

Currently, Bath and North East Somerset Council do not reduce the Early Years Entitlement grant if the Preschool is required to close for occasional days due to adverse weather conditions. As a result, if the Preschool is closed during severe weather, staff will be paid as if it were a normal working day and will not be required to take unpaid leave. If the Preschool remains open, but an individual member of staff is unable to get to work because of their own personal circumstances, then they will be required to take unpaid leave, and the Preschool will arrange supply cover.

Adjustments to fees

There will normally be no reduction in fees charged to parents for the term if the Preschool is required to close for occasional days due to severe weather. If the Preschool is required to close for an extended period, then the Preschool Committee will consider providing a discount to the fees charged for the subsequent term.

Notification of closure

If the Preschool is closed, the Preschool website home page (www.freshfordpreschool.co.uk) will be updated by 8.15am on the morning of the closure. During a period of closure, daily updates will be placed on the home page, including advice on when the Preschool is expected to re-open.

7.9 Animals in the setting

No animal will be allowed on the premises without the prior knowledge and permission of the Preschool Manager.

7.10 No smoking

Smoking is not permitted anywhere on the premises. This rule applies equally to staff, volunteers, parents/carers or any other visitors.

8. Equal Opportunities

8.1 Valuing diversity and promoting equality

Our Preschool is committed to taking positive and proactive steps to ensure that we provide a safe and caring environment, free from discrimination, for everyone in our community. We ensure that all children have equal access to facilities, activities and play opportunities; including children with special educational needs and/or disabilities (for further details see the *Special Needs* policy).

Freshford Preschool nominates an individual staff member with special responsibility for Equal Opportunities. Our Preschool is committed to meeting the requirements of the Equalities Act 2010.

The Preschool's equal opportunities procedures aim to help everyone involved in the Preschool to counteract and eliminate both direct and indirect discrimination in decision making, employment practices and service provision and to ensure that our services strive to achieve equality of opportunity for all. The Preschool aims to provide a welcoming and caring environment that promotes and reflects cultural and social diversity and is equally accessible to all. The Preschool will endeavour to challenge any offensive behaviour, language or attitudes with regards to race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability.

The Preschool recognises that achieving the objectives of our Equal Opportunities policy relies on the active involvement of parents/carers, as set out in the *Partnership with Parents and Carers* policy. As such, the Preschool will both welcome and encourage parents and carers to get involved in the running and management of the Preschool, and to comment on the effectiveness of its policies and procedures. The Preschool will facilitate regular opportunities for consultation with parents/carers about the service that the Preschool provides, as a means of monitoring the effectiveness of the Equal Opportunities policy.

The Preschool Manager will be responsible for ensuring that the Equal Opportunities policy is implemented and that its effectiveness is regularly monitored. They will be responsible for ensuring that:

- Staff receive appropriate training.
- The Equal Opportunities policy is consistent with current legislation and guidance.
- Appropriate action is taken wherever discriminatory behaviour, language or attitudes become apparent.

All the Preschool's policies and procedures will be kept under review to ensure they do not operate in a discriminatory manner or in any way against its commitment to equal opportunities.

Admissions and families

The Preschool will work alongside parents to ensure that a child's dietary, medical and culture needs will be met.

The Preschool will be flexible about attendance patterns to accommodate the needs of individual children and families, within the constraints of our *Fees* and *Admissions* policies.

Festivals

Our aim is to show respectful awareness of all major events in the lives of the children and families in the Preschool, and in wider society, welcoming the diversity of backgrounds from which they come. To achieve this:

- We aim to acknowledge all the festivals that are celebrated in our area and/or by the families involved in the Preschool and will invite/encourage them to share their festival with the rest of the group, if they themselves wish to do so.
- Without indoctrination in any specific faith, children will be made aware of the festivals that 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 are not themselves familiar, appropriate information and advice will be sought.

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.

Curriculum and resources

The Preschool's equipment and resources reflects positive and varied images of culture, ethnicity, gender, and disability. Resources will, whenever possible, show men and women in a variety of roles and jobs, and people with different abilities being both active and creative. Examples of everyday life will portray people from a variety of family groupings and cultural backgrounds in a range of non-stereotypical roles.

The Preschool provides a wide selection of books that are regularly supplemented with books from the public library. Staff select books that reflect a multicultural society, challenge stereotypes, and which meet the educational needs and interests of the children. The children can visit the mobile library and choose books for the Preschool. Families are also able to borrow Preschool books to enjoy at home.

Freshford Preschool will value children as individuals without stereotyping, and children will be able to develop a positive self-identity. Activities and the use of play equipment will offer children opportunities to develop in an environment free from prejudice and discrimination. At Freshford Preschool children of both sexes will be positively encouraged to participate in all activities, games and use of play equipment. Children will be given opportunities to acknowledge and value different cultures and ethnic groups, exploring similarities and differences between themselves and others. Resources will be chosen to give a balanced view of the world and an appreciation of the rich diversity of our multiracial society.

Language

Information, written and spoken, will be clearly communicated in other languages as necessary. Multilingual children are an asset. They will be valued, and their languages recognised and respected in the group.

Special needs

Freshford Preschool recognises that children have a wide range of needs which differ from time to time and will consider what part it can play in meeting these needs as they arise. This subject is discussed further in the *Special Needs Policy*.

Discriminatory behaviour/remarks

These are not acceptable in the setting. We aim to respond in a way that is sensitive to the feelings of the victim, and which helps those responsible to understand and overcome their prejudice.

Meetings

Freshford Preschool will make every effort to ensure the time, place and conduct of meetings enable most parents to attend so that all families have an equal opportunity to be involved in the running of the Preschool.

Employment

As an employer, the Preschool is committed to ensuring that the workforce reflects the community that it serves. To this end, the Preschool will:

- Advertise job vacancies in a variety of media sources and outlets and in a variety of places.
- Ensure that the Preschool's human resource procedures prohibit racial discrimination or harassment and investigate any concerns when this is suspected of failing.

The Preschool will appoint the best person for each job and will treat fairly, all applicants for jobs and all those appointed, regardless of age, gender, sexuality, class, family status, disability, colour, ethnic origin or religion. Commitment to implementing the group's Equal Opportunities Policy will form part of the job description for all workers.

Staff are encouraged to act as positive role models to children by displaying and promoting tolerant and respectful behaviour, language and attitudes and challenging any discriminatory incident, according to the provisions set out in the *Staff Disciplinary Procedures*, the *Behaviour Management*, and *Dealing with Racial Harassment* policies.

We will investigate any allegation of racial discrimination or harassment according to the provisions of the *Staff Disciplinary* policy. Any member of staff found to be acting, or have been acting, in a discriminatory way, will be disciplined.

8.2 Dealing with Discrimination

Our Preschool is committed to promoting tolerance and fairness towards all members of staff, students, volunteers, children and parents/carers. We will not discriminate against anyone on grounds of race, colour, nationality or ethnicity.

The Preschool accepts its duty to try to eliminate discrimination and to promote equality of opportunity and good race relations. All staff and children at the Preschool are entitled to an environment free from harassment and discrimination, as outlined in the Equal Opportunities policy

Preventing Racial Harassment and Discrimination

Proactive steps can be taken to prevent racial harassment and discrimination, and the Preschool believes that this is more effective than tackling a situation once it has already occurred.

Therefore, alongside the procedures outlined later in this policy to deal with incidents of racial harassment and discrimination, the Preschool will:

- Ensure that all children are valued, irrespective of their race, colour, nationality or ethnicity.
- Encourage individuals to treat each other with respect, regardless of their race, colour, nationality or ethnicity.
- Acknowledge the existence of racism in society and take steps to promote harmonious race relations in our community.
- Promote good relations between different ethnic groups and cultures within the Preschool and in the wider community.
- Ensure that different cultural and religious needs are met, understood and communicated to all individuals involved in the Preschool.

All staff and children should be encouraged to take responsibility for promoting racial tolerance and for protecting each other from racial harassment and discrimination by reporting any suspected incident to the Preschool Manager or another responsible person.

Addressing Racial Harassment and Discrimination

If a member of staff becomes aware of an incident of racial harassment or discrimination occurring at the Preschool, they will be encouraged to report the incident to the Preschool Manager and Business Manager.

Any allegation made against an individual will be investigated thoroughly. The individual concerned will be told that such behaviour will not be tolerated at the Preschool, and that steps will have to be taken to ensure that it does not happen again.

Each incident will be investigated, and details will be recorded in a separate section of the Incident Record Book.

In the case of children, incidents will be reported to their parent/carer and a course of action agreed upon to resolve the situation, in accordance with the provisions of the *Behaviour Management* policy.

In the case of staff, provisions within the *Staff Disciplinary Procedures* policy will be activated and a record of the incident will be kept and made available to statutory authorities if appropriate.

The Preschool Manager and Business Manager are responsible for ensuring that all incidents are handled both professionally and sensitively. All incidents will be kept confidential. In cases where the Preschool Manager or Business Manager is involved in an allegation, the Preschool Committee will handle the incident.

In all cases, continued racial harassment or discrimination from any individual will result in exclusion from the Preschool, where all other efforts have failed to provide a satisfactory resolution.

8.3 Special Needs

At Freshford Preschool we are passionate about providing an inclusive, stimulating and supportive environment in which every child is treated as an individual and is given the best possible opportunities to thrive and realize their full potential.

We strive to ensure that our learning environments, equipment, resources and activities support each child in our care and meet their unique needs, learning styles and fascinations.

We recognise that some children may have additional needs that require more specific support and assistance and we are highly committed to working in partnership with parents/carers to ensure that every child is able to access our services and that our environment and the activities we provide promote their welfare and development.

The Preschool is committed to the integration of all children in its care; we strongly believe that children with additional needs have a right to play, learn and be able to develop to their full potential alongside their peers. Whenever possible, we will strive to ensure that every child with additional needs has access to the same facilities, activities and play opportunities.

The policies, procedures and practices of the Preschool in relation to children with additional needs are consistent with current legislation and guidance; these include the Equalities Act 2010, the Disability Discrimination Act 1995, and the Special Educational Needs and Disabilities (SEND) Code of Practice 2014.

The Preschool believes that by identifying individual needs at the earliest possible stage and taking proactive steps, working alongside parents/carers and other statutory professionals or agencies, all children should be able to play a full, active and equal part in the Preschool's activities and we are dedicated to achieving this.

Assessing if a child needs extra help

A child's play partner (key worker) will carry out an initial assessment of each child six to eight weeks after they have started at the Preschool. In addition, throughout their time at Preschool, play partners will assess whether children are meeting the EYFS development matters statements within each learning and development area through observing them as they play.

For those children who join us aged two, play partners carry out a progress check assessing their progress against the three prime areas of learning during the autumn term. These areas are communication and language, physical development, and personal, social and emotional development. This check can help to identify any areas where children might need some extra support.

The staff meet weekly to discuss observations and plan future activities to meet the learning and development needs of the children. Any concerns regarding the development of any children will be discussed and play partners will seek advice from other members of the staff team including the Preschool Special Educational Needs Co-ordinator (SENCo) and Preschool Manager. Additionally, on a termly basis, the progress data for all children is analysed and compared and this acts as a further tool to help us to identify any children who would benefit from additional support.

Finally, we place great value upon the knowledge of our parents/carers; they are the experts when it comes to their children and we recognise that working in partnership is integral to ensuring that each child receives the individual support they need to help them progress. We therefore strive to build strong and trusting relationships with our parents/carers, so that they feel comfortable and

confident to share their child's progress at home with us and any concerns they may have regarding their development, safe in the knowledge that no action will be taken without parental/carer support and consent.

Pre-existing special educational needs or disability

When applying for a place at Freshford Preschool, parents can outline their child's needs on the initial online application form. The Preschool SENCo (Special Educational Needs Co-ordinator), is available to meet with potential parents to discuss the child's and families' needs. Parents can contact the SENCo directly to arrange this on SENCo@freshfordpreschool.co.uk or 07928 013998 during Preschool hours. Parents are also able to arrange a tour of the Preschool setting, which would provide an opportunity to discuss any requirements for their child.

Before a new child starts at Preschool parents/carers will also complete our Unique Child Booklet which provides an opportunity to share their child's developmental history, their current interests, what is important to their child and how we might be able to help them settle into Preschool. We will also arrange a home visit from the child's play partner during which parents/carers can talk through the content of the Unique Child booklet, discuss any concerns and specific requirements, from which the child's play partner will write an individual support plan. It also provides a chance for the child to meet with their play partner in their home environment and start to build that important attachment.

Supporting children with SEND

The staff team plan each week's activities taking into account and following the children's individual fascinations, needs and schemas. If a child is having difficulty with any aspects of learning and development, then we will apply a differentiated approach to suit the children's individual style of learning.

If despite differentiation, a child still has significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities, special educational provision will be made through an Action Plan. The Action Plan includes agreed targets, desirable outcomes, relevant interventions and support, and how and when the process will be monitored and reviewed.

The type of support and interventions applied will be based on reliable evidence of effectiveness and will be provided by staff with appropriate skills, knowledge and training. Interventions will be shared with all those that work with the child, and parents/carers will be encouraged to use them at home. The Action Plan is closely monitored and updated by the play partner and SENCo, working in partnership with parents/carers.

Where we believe a child requires more specialist support, consent will be sought from parents/carers to make a referral to the appropriate external agency (such as Speech and Language Services, Occupational Therapy or Educational Psychology) or to invite external health and education professionals to observe the child playing at Preschool in order to provide advice on how to address any learning and development needs. Support activities and targets set by external agencies will be incorporated into our small group focused activities enjoyed by all children, so that the child remains fully integrated.

Matching curriculum to a child's needs

There is a clear cycle of observation, assessment and planning for each child. Planning is carried out considering children's unique interests, learning styles and needs. We also use provision mapping for children with additional needs, which considers all the resources we have available, including whole group teaching, small group work and individual interventions.

An enabling environment for all children

There is ramped access available to the Memorial Hall which is then all on one level along with ramped free-flow access to the Preschool garden. The multi-level garden also has a ramp to the upper level, ensuring that all areas of our outdoor learning environment are accessible. Our Preschool's home is within the village hall and therefore there are some limitations due to the nature of the building and we will be able to discuss these with potential new parents during the initial visit. However, we will always do our very best to explore, research and implement adjustments, such as seeking out suitable equipment, or adapting equipment and facilities to make our Preschool accessible for every child. Changing facilities are available for children who are still in nappies and foot stools are available to allow children to reach the toilets and hand basins.

Visual timetables are used to assist children with the daily routine and dual language books are used with children with English as an Additional Language. We use visual displays to remind children of our Preschool Golden Rules and our Forest School rules. We provide many multi-sensory activities for all the children in our care.

Progress monitoring

Through evaluating action plans each term (or more often if needed) and our ongoing assessments recorded in children's learning journals, we have a clear picture of each child's progress in all areas of learning and development. Assessment data is analysed by the Preschool management team each term, and Preschool's Learning and Development sub-committee scrutinise this analysis when they meet. Each child has a learning journal which parents/carers can view online at any time and these are always shared at parent/carer consultations. Parents/carers are asked to contribute to the journal, so it becomes a lovely record of a child's learning journey.

Parents/carers are fully involved in reviewing their child action plan and will work with our SENCo and any external agencies involved in supporting their child to set the next targets and will meet regularly through Team Around the Family or Family Service Planning meetings which provide an excellent opportunity for everyone to share information, look at how a child and family are doing, ensure they are being supported appropriately and decide what the next steps are for the child.

Helping parents/carers to support their child's learning

If parents/carers wish to use their child's action plan at home, we will support them to do this. As mentioned previously, we firmly believe that working in partnership with parents/carers is one of the most important aspects of successfully supporting a child's welfare, learning and development and in realising their full potential. Parents/carers who get involved during these early years are more likely to remain involved through-out their child's education, resulting in the best possible outcomes for their children. Parents/carers are encouraged to spend time in the Preschool, by volunteering as a parent helper, or attending fundraising or family events. Parents/carers are also able to access our Continuous Provision plans on the Preschool website, which give lots of ideas of how to set up stimulating learning environments and activities at home.

Support for a child's overall wellbeing

When appropriate we work closely with health visitors to ensure that coordinated support is available and that individual family circumstances are always considered. Children with additional medical needs have a health care plan which details how staff manage the administration of medications and provide personal care. Our *Managing Behaviour* policy clearly details how children with emotional and behavioural needs are supported, our behaviour expectations and how we can support all children's behaviour in the setting.

Accommodating children with SEND in activities outside the setting

Parents/carers are invited to go out with their children on trips, walks and Forest School sessions in order to maintain high adult/child ratios when we leave the Memorial Hall and to provide opportunities for parents/carers to see the value of learning in the outdoor environment and the positive effects this can have upon all children. If a child has mobility needs, we will endeavour to attract extra funding from the Local Authority so that we can employ an extra staff member to support their physical requirements while on walks and in the Forest School environment. If funding is not available, we will ask a family member to support us on those activities so that the child can continue to benefit from the Forest School experience.

Preparing and supporting children with transition to school

One of the biggest transitions a child goes through is starting school. For families with children with additional needs this can be a particularly worrying time. Preschool to school transitions are planned to reflect individual children's needs. For example, for some children we may have a transition meeting inviting the receiving school's SENCo, reception teacher and all other agencies involved with the family and a plan is devised to support a smooth transition. Reception teachers from Freshford, Combe Down and other relevant local schools visit the Preschool to meet children coming into their class and talk to their play partners. A transition document is shared with the parents and receiving school which reports on the child's characteristics of effective early learning and progress in the seven areas of learning and development. Children with action plans will have their records of support forwarded to the school SENCo and class teacher.

Special Educational Needs and Disability Co-ordinator (SENCo)

The Special Educational Needs and Disability Co-ordinator is responsible for managing provision for children with special educational needs and/or physical disabilities. They are fully trained and experienced in the care and assessment of such children.

All members of staff and volunteers will be expected to assist the SENCo in caring for children with special educational needs and/or physical disabilities. The SENCo's responsibilities include:

- Working alongside the Preschool Manager to ensure that all staff and volunteers are aware of all legislation, regulations and other guidance on working with children with special educational needs and/or physical disabilities.
- Working with the Preschool Manager to ensure that all staff and volunteers who work with children with special educational needs and/or physical disabilities and have appropriate skills and training.
- Co-ordinating regular monitoring and reviews of children's progress; involving parents/carers, other members of staff, relevant representatives from statutory agencies

and, if appropriate, the child themselves. Alongside the Preschool Manager, they will also be responsible for ensuring that any actions following such reviews are followed through.

- Assessing each child's specific needs and adapting the Preschool's facilities, equipment, procedures, practices and activities as appropriate.
- Ensuring that systems are in place to adequately plan, implement, monitor, review and evaluate the Special Needs policy.
- Ensuring that children with special educational needs and/or physical disability are fully considered when activities are being planned and prepared.
- Liaising with parents/carers about the needs of their children and the plans and actions of the Preschool, as well as being the point of contact for parents/carers.
- Liaising with other agencies and seeking advice, support and training for themselves and other staff as is necessary.
- Supporting other members of staff to become more skilled and experienced in the care of children with special educational needs and/or physical disabilities.
- Ensuring that all children are treated with equal concern and respect and are encouraged to take part in all activities.
- Ensuring that accurate observations and assessments of children's progress are regularly made and properly recorded.

9. Information

9.1 Admissions

Places

Freshford Preschool has 24 places available for children on Mondays to Thursdays from 9am to 1pm. The Preschool also has up to 18 places available for children to attend on Monday, Tuesday and Wednesday afternoons from 1pm to 3pm. Exact numbers of places available may vary due to staffing constraints. Afternoon sessions are only available as an extension to a morning session.

Of these places, only a limited number are available to children aged under 3. This is to ensure that Freshford Preschool fulfils its legal requirements for staff:child ratios.

We currently offer up to **7 places a year for families wanting to use 30-hour funding** with us. (All registered families can claim 15 funded hours with us from the term after their child's 3rd birthday.) See our *Fees and Donations* policy (below) for more information.

Start dates

The typical start date at Freshford Preschool is at the start of the Autumn term (September). It is at the discretion of Freshford Preschool to allow new joiners at other points in the year according to availability.

Places will not be held for a January or April start, however parents may place their child's name on the waiting list for a start later in the school year, and they will be informed of availability at the preceding half term break (ie mid-October for a January start).

Age at admission

For children attending full day sessions, we will normally take three and four-year olds, and two-year olds who turn three by 31st January in the school year in which they start Preschool. This means they must be at least two years and eight months when they start in September. We do not offer a nap time to children attending full day sessions, so we ask parents to consider whether their child is ready for a full day at Preschool based on their individual sleep needs.

For children attending morning sessions only, we will normally take three and four-year olds, and two-year olds who turn three by 31st March in the school year in which they start Preschool.

For places at the Preschool commencing in the September/ Autumn term, priority for places will be given on a first come first served basis within the age constraints detailed above.

Admission of school-aged children

Department for Education guidance states that: '... in general, children should be educated in their normal age group, with the curriculum differentiated as appropriate and that they should only be educated out of their normal age group in very limited circumstances', and Freshford Preschool's ethos is in keeping with this.

However, we also recognise that some children, particularly those who are summer-born, may benefit from delayed admission to school and/or their Reception year, and that a Local Authority may choose to formally agree this following professional assessment of a child's development.

As such, all requests for a Preschool place for a school aged child (defined as aged 4 by 31st August prior to the start of the academic year in which a place is requested) will be considered independently, taking into consideration the needs of the child; the needs of the peer group they will join/remain part of; any formal agreement to delayed admission; and availability of places overall.

When making such a request, parents/carers should also bear in mind that our focus is on delivering the best possible ante-preschool and Preschool curriculum to prepare children for the transition to school, and that it is not part of our core delivery to offer activities aimed at helping children reach Reception-level EYFS goals.

If the request is refused there is no right of appeal.

Session minimums

Freshford Preschool requires parents to book a minimum of 12 hours per week in order to ensure continuity for the child, staff and other children. This can be taken as three mornings (9am-1pm) or as two full days (9am-3pm). For children under 3, we recommend morning sessions only, but will consider requests for full day sessions on an individual child basis.

Changing or adding sessions

Once a child has started at preschool, we will do our best to accommodate requests for them to change sessions and/or access extra sessions. However, this will always be subject to availability at the proposed start date of the change.

We will not normally hold session places vacant ahead of a child taking it/them up in a subsequent term. If another child can fill the place sooner, we will give priority to them.

We will also give priority on changing or adding sessions to older children in their pre-reception year (ahead of children who will remain with us for a second year), as it is these children who will benefit most from increasing attendance as they prepare to transition to school.

If at any time there is greater demand for extra sessions than we can meet, then we will decide the allocation of extra sessions based on the above criteria, and also on the individual learning and development needs of each child, rather than simply on a first come, first served basis.

Waiting list

Freshford Preschool will also operate a waiting list for places that become available throughout the year.

9.2 Fees and Donations

Hourly rate

The level of any fees will be set by the Preschool Committee and reviewed annually in the light of the Preschool's financial position, its future strategic plans and any other broader economic or social considerations deemed relevant. The fees for 2019/20 and 20/21 have been set at £5.50 per hour and the recommended top-up donation for Early Years Entitlement (EYE) funded hours has been set at £0.55 per hour for 2019/20, increasing to £0.75 per hour for 2020/21 and beyond. See below for more information on donations.

Early Years Entitlement for 3 and 4-year olds

From the term after their third birthday, every child is entitled to 15 hours of Early Years Entitlement (EYE) grant funding per week. Once we have seen proof of birth and the parent/carer has signed a claim form, we will claim this on the child's behalf and calculate bills accordingly.

Some working families are eligible for 30 hours EYE grant funding per week, and up to 22 of these can be used at Freshford Preschool. Families can find out more, check their eligibility and apply here: <http://www.childcarechoices.gov.uk/> However, due to financial constraints, we can only offer seven 30-hour funded places each year, so you will be asked to confirm your preferred funding when registering and we will let you know if a 30 hours place is available. If not, your child can still access 15 hours of EYE funding per week, and any additional hours will be payable at our hourly rate.

It is the parent/carer's responsibility to apply for the extended entitlement if they are eligible (and if a 30 hours funded place has been confirmed as available). Once granted, the parent/carer will be issued with a code which they should then provide to preschool so that we can confirm the entitlement. Extended hours can only be claimed from the term **after** they are granted. If the parent/carer increases their child's hours during the term, they may be eligible for these increased hours to be funded through the EYE Grant. This will be considered on a case-by-case basis, depending on the total hours attended at all settings.

If a child qualifies for the EYE Grant and moves to a different setting part-way through the term, we are under no obligation to transfer the grant funding to the new provider. Any transfer will be considered on a case-by-case basis, depending on whether we can fill the vacant place. This may result in the parent/carer paying full fees to the new provider until the start of a new term.

BANES expect children receiving the EYE grant to attend regularly for their booked sessions, except for exceptional circumstances such as an extended period of ill health. BANES will fund a child's place during an extended term time holiday for a maximum of 4 weeks. Failure to follow this guidance may result in a child's grant being reduced or stopped, and the Preschool billing the parent/carer for the unfunded sessions.

Early Years Entitlement funding for 2-year olds

Families who believe they meet the criteria for 2-year old Early Years Entitlement funding must obtain confirmation of their funding offer by 15 July for a September start, or 15 November for a January start. If the Preschool does not obtain confirmation of funding by the relevant date families will be billed for the full Preschool sessions attended.

Top-up donations

The level of Early Years Entitlement funding for three and four-year olds (currently £4.00 per hour) is insufficient to cover our essential expenditure on staff salaries, hall hire, insurance and basic consumables such as snacks, craft materials, printing, phone expenses, sand and topic resources.

As a result, we ask parents and carers to consider donating £0.55 per grant funded hour (increasing to £0.75 from September 2020). For example, for a child attending 15 grant funded hours per week, this would amount to a donation of £8.25 per term week. This is a voluntary donation, and if families prefer to donate less (or not to donate at all), then their child will still receive the same Preschool experience.

The Preschool committee believes that asking for a donation per grant funded hour is the fairest way of covering our essential costs, as the cost is then spread across all families attending the Preschool, rather than just those families who need to pay for extra hours over the Early Years Entitlement.

Billing & payment

Fees will be invoiced to parents/carers in advance, prior to the start of Terms 1, 3 & 5. Payment deadlines will be clearly stated on the invoice.

Advance payment should be made in full (for bills under £100) or can be made in two instalments (for bills over £100). Payment should normally be made by bank transfer.

Fees can also be paid using employee childcare vouchers or from a Tax-Free Childcare account, in which case a monthly payment plan can be agreed.

There is no reduction in fees for time off taken during term time, or for closures which are beyond our control (e.g. severe weather). The Preschool is closed on bank holidays, and we do not charge for these.

Late collection fee

An extra late fee of £5 per half hour will be charged to any parents/carers who are more than 10 minutes late collecting a child. This is to cover extra staff costs. This charge will normally be payable on the day when the child is collected.

Late or non-payment

If fees are not paid on time, the Preschool will notify the parent/carer in writing and request payment at the earliest possible opportunity. The Preschool Business Manager has the right to issue a formal warning to the parent/carer and inform them that continued non-payment will result in their child's place at the Preschool being forfeited. In addition, fee payments that are not paid within 60 days will become subject to an interest charge of 8%. After 90 days of non-payment, the Preschool will commence debt recovery through the Small Claims court for the fees owing, plus interest and a debt recovery charge of £40.

Parents/carers are encouraged to speak to the Preschool Business Manager if they have any query about the fees policy, or if, for any reason, they are likely to have difficulty in making a payment on time. Parents/carers are advised to arrange a meeting at the earliest possible opportunity, to avoid jeopardising their child's place at the Preschool.

Notice period

Parents are required to give one term's notice (based on a 6-term year and a maximum of 7 weeks in any one term) to reduce the number of sessions attended or terminate their child's place. Notice served while Preschool is closed (during the Preschool holidays) will not be actioned until the start of the subsequent term.

Example: A parent wishes their child to reduce Preschool sessions from the start of Term 5 (after the Easter holidays). They must notify Preschool of this by the start of Term 4 (after February half term).

If a parent does not give the required notice they will be charged the total cost of the booked Preschool sessions which they are cancelling (up to a maximum of 7 weeks' fees), minus any notice period that they may have given. Preschool holidays are not counted as part of any notice period.

Example: A parent wishes to terminate their child's place at Preschool at the end of Term 4 (before the Easter holidays). They give notice of this 2 weeks before the end of Term 4. They will be charged the full cost of their child's booked sessions for the first 5 weeks of the following term (7 weeks' fees reduced by 2 weeks because of the 2 weeks' notice given).

In all circumstances, if a place can be filled sooner with a child from the waiting list, the notice period will be reduced or waived at the discretion of the Preschool Committee.

9.3 Partnership with Parents and Carers

Our Preschool recognises that parents/carers play the fundamental role in a child's development and this should be acknowledged as the basis for a partnership between the Preschool and parents/carers.

The staff team and Preschool Committee is committed to working in partnership with parent/carers to provide high quality, safe and stimulating care, learning and play opportunities for children. The Preschool aims to achieve this by:

- Ensuring that parents/carers are made to feel welcome and valued in all dealings with the Preschool.
- Providing parents/carers with a regular newsletter informing them about Preschool activities and how they can support their child's learning and development.
- Providing parents/carers with daily summaries of activities at each Preschool session, through the white board on display at the end of the session.
- Ensuring that parents'/carers' concerns are always listened to by the Preschool whenever they are raised. The Preschool Manager will ensure that parents/carers receive a prompt response from the Preschool.
- Making all information and records held by the Preschool on a child available to their parents/carers unless it is subject to investigation by the police or other statutory agencies.

- Ensuring that the Preschool's policies and procedures are made available to parents/carers on request.
- Encouraging parents/carers to comment on the Preschool's policies and procedures.
- Ensuring that there are regular opportunities for parents/carers to meet with staff and discuss their child's progress and any problems that they might be encountering.
- Ensuring that any complaints from parents/carers are dealt with swiftly and effectively in accordance with the provisions of the *Making a Complaint* policy.
- Encouraging parents/carers to undertake supportive roles in the Preschool, such as volunteering or participating in activities, fund-raising, visits or outings.
- Encouraging parents/carers to help in the running of the Preschool, including becoming involved in its management committee where appropriate.
- Providing parents/carers with formal and, if necessary, confidential means to comment on the work of the Preschool. This will include an annual parent survey.
- Keeping parents/carers up to date with any changes in the operation of the Preschool, such as alterations to the opening times, staff or fee levels.

10. Records and Confidentiality

10.1 Data protection & legal compliance

The Preschool recognises the importance of maintaining up to date and accurate records, policies and procedures necessary to operate safely, efficiently and in accordance with the law. In addition, the Preschool recognises the importance keeping records secure and confidential to protect families' privacy and security.

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:

- Processed fairly, lawfully and in a transparent manner in relation to the data subject.
- Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
- Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
- Accurate and where necessary, kept up to date.
- 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.
- Processed in a way that ensures appropriate security of the persona data including protection against accidental loss, destruction or damage, using appropriate technical or organisational measures

The Preschool is registered with the Information Commissioner's Office.

10.2 Privacy Notices

We use Privacy Notices with our families, staff, volunteers and trustees to clearly explain: what data we collect from them; how and why we collect, use, store, retain and protect their personal data; our legal basis for doing so; and their rights with respect to this.

Our Privacy Notice for parents/carers is available to view from the front page of our website, and a copy is provided to them when their child's registration is confirmed.

Staff, volunteers and trustees receive a copy of the relevant Privacy Notice when they first join the setting in an official or volunteer capacity.

All our Privacy Notices are kept under regular review and updated as necessary.

10.3 Secure data handling

When removing sensitive or confidential information from Preschool premises, staff will use the most secure method available. The method chosen should be based on:

- the amount of data

- the impact on individuals and the Preschool of losing the data
- the level of risk of losing the data
- the urgency of the data transfer.

Electronic records

Most transfers of confidential data to other agencies (e.g. the Local Authority) are undertaken by encrypted online transfer. Online cloud storage with granular folder permissions is the safest way of storing and accessing sensitive information both at the Preschool premises and at staff members' homes without the need for physical media. If neither of these are possible, then we use Royal Mail signed-for delivery (recorded or special delivery).

Preschool staff can access the Preschool's electronic documentation and records via the Preschool's password protected online cloud storage while working from home and in the setting. This avoids the need to use memory sticks or other forms of portable electronic storage which can be mislaid and/or difficult to dispose of securely.

Paper records

Before removing paper records from Preschool premises, staff should make sure there is no other more secure option, such as electronic transfer. Staff should not take an original file or document if it is practical to make and carry a copy. Staff must assess the impact of loss of the original and make a copy if that impact is unacceptable. If staff take children's paper records away from the Preschool premises to work on them at home or at another location, they should adhere to the following precautions:

- Take paper records away from the Preschool only for as long as is necessary. Transfer them back to the Preschool as soon as possible.
- Keep the records with them whenever possible and lock them away securely when they cannot. Never leave the records in plain sight in public places.
- If staff are transporting the information by car, ensure it is locked in the car boot.
- Keep records secure and confidential while at home. Do not allow family members, friends or colleagues to see the contents or the outside folder of the records.

If a staff member is off sick for an extended period and has records at home, arrangements will be made for another staff member to collect the records.

Staff induction will cover the need to keep records secure and confidential.

10.4 Children's records

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

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

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

Developmental records

These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports. These are usually kept in Tapestry, our online learning journal system, and can be accessed, and contributed to, by the child's key person ('play partner'), the child and the child's parents.

Personal records

These may include the following (as applicable):

- Personal details – including the child's registration form and any consent forms.
- Contractual matters – including a copy of the signed Parent Agreement, 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 everyday matters about the child's development health and well-being with the parent.
- Early Support – including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs a 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 (if applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.

Storage

These confidential records are mostly held electronically in secure, password-protected online cloud storage. The files are encrypted when at rest. Hard copy records are kept in a lockable file or cabinet, which is always locked when not in use and which our manager keeps secure in our dedicated storage area.

We read any correspondence in relation to a child, note any actions and file it immediately.

Access

We ensure that access to children's data is restricted to those authorised to see them and make entries in them, this being our manager, deputy or designated Safeguarding Lead, the child's key person, or other staff as authorised by our manager/myself.

We may be required to hand children's personal records 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 records are not handed over to anyone else to look at. Parents have access, in accordance with our *Privacy Notice* and *Confidentiality and Subject Access to Records* Policy, to the files and records of their own children, but do not have access to information about any other child.

Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Our staff induction programme includes an awareness of the importance of confidentiality in the role of the key person.

Retention

We retain children's records for three years after they have left the setting; except records that relate to an accident, SEND, health care plans or a 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 as described above.

Archiving & deletion

A child's learning and development records on Tapestry are made available for download (as a PDF) from the parent's account when the child leaves the setting, before being deleted from Tapestry no later than 6 weeks after their last day.

Records kept electronically are filed by date/academic year and encrypted and stored in our online cloud storage. After 3 years they are deleted.

When a child leaves our setting, we remove any paper documents relating to them from our files 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 locked cabinet for three years. After three years it is destroyed.

Where there were s.47 child protection investigations, we mark the envelope or online folder with a star and archive it for 25 years.

We store financial information (relating to fees, grants and payments) 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 name of their key person.

We keep an up-to-date list of those children who are waiting for a place at the Preschool, including their date of birth and the contact details of their parent or carer.

Parent volunteers and placement students working in the setting for short periods are advised of our *Confidentiality and Subject Access to Records* Policy and are asked to sign a Confidentiality Agreement prior to their first day in the setting. These are kept for 6 years after they no longer work or volunteer with us.

Legal framework

- General Data Protection Regulations (GDPR) (2018)
- Statutory Framework for the Early Years Foundation Stage 2017 (given legal force by the Childcare Act 2006)
- Limitation Act (1980)
- Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations (RIDDOR) (1995)
- Human Rights Act (1998)

10.5 Provider's records

Types of records

We keep records and documentation for the purposes of maintaining our charitable incorporated organisation (CIO), and operating as an Ofsted-registered Preschool.

These include:

- Administrative records pertaining to our Ofsted and Charity Commission registrations and insurance, Landlord/lease documents and other contract documentation pertaining to amenities, services and goods, and risk assessments for our equipment and premises.
- Financial records pertaining to income and expenditure.
- Personnel records of our staff, volunteers and trustees including their name, contact details, suitability to work with children (or as a trustee) and references.

We consider our records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained, retained and in time erased in line with the framework of the General Data Protection Regulations (2018) (further details in our Privacy Notice), the Human Rights Act (1998) and other applicable laws as outlined in this policy.

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

Record handling

- All records are the responsibility of the core management team (comprised of the Preschool Manager, Business Manager, Committee Chair, plus the Committee Secretary and Committee Treasurer where appropriate) who ensure they are kept securely.
- All our records are kept in an orderly way in files and filing is kept up to date.
- Our financial records are kept up to date for audit purposes.
- We maintain health and safety records; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed.
- Our Public Liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.
- All hard copy provider records containing personal data are kept in a locked cupboard in an access-controlled area of Preschool. All other provider records containing personal or confidential data are kept electronically in secure folders in our online cloud storage. These folders can only be accessed by the core management team, and not other staff or committee members.

Duty to notify

The Preschool recognises its responsibilities in keeping children, parents/carers, staff and Ofsted informed of any changes to the running or management of the Preschool that will directly affect them. Wherever possible, if changes are to be made affected parties will be given as much warning as possible. In the case of proposed changes that are of considerable scope or importance, the Preschool will facilitate consultation with the affected groups or individuals.

We have a duty to notify Ofsted within 14 days of any:

- change in the address of our premises
- change to our premises which may affect the space available to us or the quality of childcare we provide
- change to the provider’s contact information
- change to the person managing our provision
- significant event which is likely to affect our suitability to look after children
- other event as detailed in the *Statutory Framework for the Early Years Foundation Stage* (DfE 2017).

Retention, archiving and deletion

We retain, archive and delete our administrative, financial and personnel records in line with the requirements of applicable law, or where not governed by law, in line with the latest recommendations of government and professional bodies. The tables below set out the requirements for retaining different types of records in relation to the management of the provision.

Administration records	Retention Period	Status	Authority
Employers' liability insurance records	For as long as possible	Recommendation	Health & Safety Executive
Visitors books/signing in sheets	Current year plus 6 years	Recommendation	Information & Records Management Society (IRMS)
Inventory of equipment and resources	A 'living' document – to be maintained and kept current	Requirement	Royal Sun Alliance (Preschool insurer)
Policy documents	For the life of the policy/setting plus 3 years	Recommendation	IRMS
Complaints	At least 6 years after the date of resolution of the complaint	Recommendation	IRMS
Minutes	At least 6 years from the date of the meeting for Charitable Incorporated Organisations	Requirement	The Charitable Incorporated Organisations (General) Regulations 2012

Health & Safety records	Retention Period	Status	Authority
Accident books	Entries relating to children: Until the child reaches the age of 21 Entries relating to adults: 3 years from the date of the last entry	Requirement	The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)
Incident books	Entries relating to children: Until the child reaches the age of 21 Entries relating to adults: 3 years from the date of the last entry	Requirement	The Control of Substances Hazardous to Health Regulations 2002 (COSHH)

Medication Record Book	Entries relating to children: Until the child reaches the age of 21 Entries relating to adults: 3 years from the date of the last entry	Requirement	The Control of Substances Hazardous to Health Regulations 2002 (COSHH)
Risk assessments under Health & Safety Regulations (including Fire, Premises, Visits & Outings)	Permanently	Recommendation	CIPD
	For the life of the assessment plus 3 years	Recommendation	IRMS

Financial records	Retention period	Status	Authority
Accounting records (e.g. cash books, invoices, receipts)	6 years for charities	Requirement	Charities Act 2011

Personnel records	Retention period	Status	Authority
<i>Recruitment & employment</i>			
Application forms and interview notes for unsuccessful candidates	6 – 12 months	Recommendation	Chartered Institute of Personnel & Development (CIPD)
Personnel files and training records (including disciplinary records)	6 months after employment ceases.	Recommendation	CIPD
	Records of unfounded allegations of a child protection nature must be kept until the person's normal retirement age or 10 years after the date of the allegation; allegations found to be malicious must be removed from personnel files	Requirement	Keeping Children Safe in Education, DfE, 2016
<i>Suitable person checks</i>			
DBS Check information: Original DBS disclosures Record of DBS disclosures	A maximum of 6 months Providers must be able to show Ofsted that they have kept a record of DBS disclosures, and the DBS Code of Practice permits the retention of the following details: Date of issue of certificate Name of subject Type of certificate requested Certificate number	Recommendation	Disclosure & Barring Service Ofsted

Trustee (committee) checks: Insolvency Register Disqualified Director's Register Ofsted EY2 letters Trustee register	At least 6 years from the date of the check	Requirement	The Charitable Incorporated Organisations (General) Regulations 2012
--	---	-------------	--

<i>Pay</i>			
Wage/salary records (including overtime, bonuses and expenses)	6 years	Requirement	Taxes Management Act 1970
Statutory Maternity Pay (SMP) records	3 years after the end of the tax year to which they relate	Requirement	The Statutory Maternity Pay (General) Regulations 1986
Parental Leave records	5 years from the birth/adoption of the child, or 18 years if the child receives a Disability Allowance	Recommendation	CIPD
Statutory Sick Pay records	6 years after employment ends	Recommendation	CIPD
Income Tax & National Insurance records	At least 3 years after the end of the tax year to which they relate	Requirement	The Income Tax (Employments) Regulations 1993
Redundancy details, calculations of payments, refunds, notification to the Secretary of State	6 years after employment ends	Recommendation	CIPD
National Minimum Wage records	3 years after the end of the pay reference period following the one that the records cover	Requirement	National Minimum Wage Act 1998
Pensions scheme & member records	6 years from the automatic enrolment staging date	Requirement	The Pensions Regulator

Legal framework

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

10.6 Transfer of records to school

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

We prepare children for these transitions and involve parents and the receiving setting or school in this process. We prepare records about a child's development and learning in the Early Years

Foundation Stage at Preschool; 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 *Early Years Outcomes* (DfE 2013) guidance and our assessment of children's development and learning, the play partner will prepare a summary of achievements in the seven areas of learning and development.
- The record refers to:
 - any additional language spoken by the child and his or her progress in both languages
 - any additional needs that have been identified or addressed by Preschool
 - any special needs or disability, whether a CAF was raised in respect of special needs or disability, whether there is an Education, Health and Care Plan, and the name of the lead professional.
- The record contains a summary by the play partner and a summary of the parent's view of the child.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.
- When a child transfers to a school, the local authority provides an assessment summary format or a transition record template, which we will follow as applicable.
- If there have been any welfare or protection concerns, we place a star on the front of the assessment record.

Transfer of confidential information

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised at Preschool and what was done about them.
- We will make a summary of the concerns to send to the receiving setting or school, along with the date of the last professional meeting or case conference. Where a CAF has been raised in respect of any welfare concerns, we will pass the name and contact details of the lead professional on to the receiving setting or school.
- Where there has been a s47 investigation regarding a child protection concern, we will pass the name and contact details of the child's social worker on to the receiving setting or school – regardless of the outcome of the investigation.
- We post or take the information to the school or setting, ensuring it is addressed to the setting or school's designated person for child protection and marked as 'confidential'. If hand delivery isn't possible, and posting is necessary, then the letter is sent as a 'signed for' document and followed up with a phone call to ensure it has been delivered safely to the designated safeguarding lead officer.
- We do not pass any other documentation from the child's personal file to the receiving setting or school.

Legal framework

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

10.7 Confidentiality & Subject Access to Records

'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)

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

Confidentiality procedures

- Most things that happen between the family, the child and the setting are confidential to our setting. In exceptional circumstances information is shared, for example with other health & care professionals or possibly the police.
- Where we share information with other agencies, this is done in line with our *Information Sharing Policy*.
- We always check whether parents regard the information they share with us to be confidential or not.
- Some parents may share information about themselves with other parents as well as with our staff; we cannot be held responsible if information is shared by those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it. We are not responsible should that confidentiality be breached by participants.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our *Children's Records Policy* and *Privacy Notice*) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely (see our *Children's Records Policy* and *Privacy Notice*).
- Information is kept mostly electronically, in a password-protected online storage area. Some kinds of records (e.g. registers) are kept in hard copy as required by law. Our staff

may also use a Preschool computer or tablet to upload Tapestry observations for their play partners (key children), type reports, or letters. Where this is the case, the data or document is either filed securely online or printed in hard copy & deleted from the PC or tablet.

- Our staff discuss children's general progress and wellbeing together in meetings, but more sensitive information is restricted to our manager and the child's key person and is shared with other staff on a need to know basis.
- We do not discuss children with staff who are not involved in the child's care, nor with other parents or anyone else outside of the setting.
- We do not discuss our staff's personal or contractual details with anyone other than those involved in their management, or when required for e.g. payroll and pensions (see our *Provider Records* policy). Hard copy staff contracts, conditions of employment and personal information are stored in a locked filing cabinet and all other HR and pay documents are stored in an access-controlled folder in our online cloud storage.
- 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 with us; 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.
- Our staff, volunteers and committee members (trustees) are all required to sign a Confidentiality Agreement that summarises the above principles before working or volunteering with us.
- Staff failing to show due regard for confidentiality will be liable to disciplinary action under the provisions of the *Staff Disciplinary Procedures* policy.

Subject access to records procedures

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

- The parent is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that our setting has compiled on them.
- Any request to see the child's file by a parent or person with parental responsibility must be made in writing to the setting leader or manager.
- We acknowledge the request in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to any 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.
- We may seek legal advice before sharing a file.
- Our business manager goes through the file with the Preschool manager 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. We ask them to reply in writing to our business manager 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 is discussed with members of staff and decisions recorded.
- When we have received all the consents/refusals our business manager prints a copy of the complete file bringing together documents stored electronically and those stored in hard copy. On the copy of the file, our business manager removes any information that a third party has refused consent for us to disclose and blanks out any references to the third party, and any information they have added to the file, using a thick marker pen.
- The copy file is then checked by the Preschool manager 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 business manager informs the parent that the file is now ready and invites him/ her to make an appointment to view it.
- Our business manager and the Preschool manager 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 been concluded and an appeal process is underway.
- We never 'under-record' for fear of the parent seeing, nor do we make 'personal notes' elsewhere.

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*.

10.8 Information Sharing

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

We record and share information about children and their families (data subjects) in line with the six principles of the General Data Protection Regulations (GDPR) (2018) which are detailed in our *Data Protection* policy & given further explanation and specific context in our *Privacy Notice* that is given to parents at the point of registration.

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

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

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

The three critical criteria are:

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

Procedures

Our procedure is based on the 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' advice published by HM Government

(2015). We also follow the guidance on information sharing from the Local Safeguarding Children Board.

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

- Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information both within Preschool and 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. A Privacy Notice is given to parents at the point of registration to explain this further.*

At Freshford Preschool, we ensure parents:

- Receive a copy of our *Privacy Notice* and information about our *Information Sharing Policy* when starting their child in the setting and
- Indicate (via a tick box on the Registration Form) that they understand how we will use their information and the circumstances in which it may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
- can access information about our *Safeguarding Children and Child Protection Policy*; and
- can access information about the other circumstances when information will be shared with external agencies, for example, regarding any special needs the child may have or transition to school.

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

- Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the child's records.
- Our manager routinely seeks advice and support from their line manager about possible significant harm.
- Our *Safeguarding Children and Child Protection* policy sets out the duty of all members of our staff to refer concerns to our manager or deputy, as designated person, who will contact children's social care for advice where they have doubts or are unsure.
- Our manager and deputy manager 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 she 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 person and/or designated officer from the management team for safeguarding and child protection matters
- record decisions made and the reasons why information will be shared and to whom
- 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.

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 records; 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 tick a box on 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)

10.9 Making a Complaint

Our Preschool is committed to providing a safe, stimulating, consistent and accessible service to children and their parents/carers. We always aim to provide high quality services for everyone but accept that sometimes things do not always go to plan. In such circumstances, we want to know so that we can put them right and learn from our mistakes.

This policy constitutes the Preschool’s formal Complaints Procedure. It will be displayed on the premises at all times.

Under normal circumstances, the Preschool Manager or Business Manager will be responsible for managing complaints. If a complaint is made against the Preschool Manager or Business Manager, the Preschool Committee will conduct the investigation. All complaints made to staff will be recorded in detail in the Incident Record Book.

Stage One

If a parent/carer has a complaint about some aspect of the Preschool's activity, or about the conduct of an individual member of staff, it will often be possible to resolve the problem by simply speaking to the individual concerned and/or to the Preschool Manager or Business Manager. As outlined in the *Partnership with Parents/Carers* policy, the Preschool is committed to open and regular dialogue with parents/carers and the Preschool welcomes all comments on its services, regardless of whether they are positive or negative.

In the first instance, parents/carers are encouraged to speak directly to the relevant member of staff, if deemed appropriate. If not, the Preschool Manager should be approached, and they will try to resolve the problem. If a satisfactory resolution cannot be found, then Stage Two of the procedure will formally come into operation.

Stage Two

If informal discussions of a complaint or problem have not produced a satisfactory resolution to the situation, parents/carers should put their complaint in detail and in writing to the Preschool Manager and Business Manager. Relevant names, dates, evidence and any other important information on the nature of the complaint should be included.

The Preschool will acknowledge receipt of the complaint as soon as possible – within three working days at least – and aim to fully investigate the matter within 14 days. If there is any delay, the Preschool will advise the parent/carers of this and offer an explanation. The Preschool Business Manager will be responsible for sending them a full and formal response to the complaint within 28 days.

If the Preschool Manager or Business Manager has good reason to believe that the situation has safeguarding implications, they will ensure that the local social services department is contacted, according to the procedure set out in the *Safeguarding Children and Child Protection* policy. If any party involved in the complaint has good reason to believe that a criminal offence has been committed, then they will contact the police.

The formal response to the complaint from the Preschool will be sent to the parent/carer concerned and copied to all relevant members of staff if appropriate. The response will include recommendations for dealing with the complaint and for any amendments to the Preschool's policies or procedures emerging from the investigation.

The Preschool Manager or Business Manager will arrange a time to meet the parent/carer concerned and any other relevant individuals, such as members of staff, to discuss the complaint and the Preschool's response to it. The Preschool Manager or Business Manager will judge if it is best for all parties to meet or if individual meetings are more appropriate.

Escalating a complaint

If parents/carers remain dissatisfied with the response they have received at the end of this process, the original complaint along with the Preschool's response will be passed to the Preschool Committee who will adjudicate the case.

The Preschool Committee will communicate a detailed response, including any actions to be taken, to both the Preschool Manager, Business Manager and the parents/carers concerned within 14 days.

Records of all formal complaints will be retained for a period of 5 years from when the record was made. A summary of complaints will be made available to parents on request.

Making a complaint to Ofsted

Any parent/carer can, at any time, submit a complaint to Ofsted about any aspect of registered childcare provision. Ofsted will consider and investigate all complaints received.

A parent/carer can write to Ofsted at:

Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD
or contact them on 0300 1231231 or enquiries@ofsted.gov.uk

11. Trustee adoption of Policies & Procedures (June 2020)

These policies and procedures (version 29) have been formally adopted by the Trustees/Committee members of Freshford Preschool.

Date to be reviewed: No later than July 2021

Signed on behalf of Freshford Preschool:

Name of signatory: Alison Sellers

Role of signatory: Chair of Trustees/Committee

Name of signatory: Debbie Giles

Role of signatory: Preschool Manager