

Stoughton Pre-School



Policies & Procedures Handbook

This handbook contains a comprehensive guide to all of the policies and procedures that are in place at Stoughton Pre-School. The document also provides a description of the type of service we will offer and how we will structure a typical day.

The policies in this handbook outline the beliefs and values of our setting. Each policy has been written to convey the ethos of how we will deliver childcare and early years' education to the children who are enrolled with us. The procedures outlined in this document describe in detail how we will deal and react to a particular situation should it arise. This will make sure that the childcare we offer is consistent and that clear standards of practice are upheld at all times.

By writing and sharing this handbook with you, we can be open as to how we plan to deliver our childcare and you can be clear as to what to expect from myself and my staff. The overriding objective of Stoughton Pre-School is to offer a safe, enjoyable and stimulating environment in which every child can learn and develop. The policies and procedures contained within this handbook will underpin this objective.

This handbook will be reviewed and updated on an annual basis, or before if there is need. This way we can ensure that our policies and procedures remain fit for purpose and continue to support us in providing the highest level of childcare we possibly can.

Dawn Mastromarco

A handwritten signature in purple ink that reads "Dawn Mastromarco".

Stoughton Pre-School Owner

March 2017

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1. Administering Medication Policy

We believe that children who are sick should be at home until they are well enough to return to the Pre-School. However, we recognise that sometimes children will need medication to help maintain their health and well-being or when they are recovering from an illness. In these circumstances, we will agree to administer medication.

Administering medicines will only be done where it would be detrimental to the child's health if not given in the setting. If your child develops a fever whilst in the care of Stoughton Pre-School, a senior staff member will telephone the parent/guardian to collect them as soon as possible. If for any reason there is a delay for a parent/guardian to collect a child, the senior staff member will ask your permission to administer Calpol to help reduce a fever. Calpol will only be administered by a senior staff member and the parent/guardian will need to sign a medication form on collection of the child. Despite being given Calpol, parents/guardians are still requested to collect a child as soon as possible. Other than in an emergency situation, Stoughton Pre-School will not administer Calpol or Nurofen unless it has been prescribed by a doctor.

In an emergency, where a child is experiencing a mild allergic reaction, a senior staff member from pre-school may administer Piriton, with the parent/carers prior permission. Parents/carers will be notified immediately if their child is experiencing an allergic reaction and requested to collect their child as soon as possible so that further medical assistance may be sought. Parents/carers will be asked to sign the medication form detailing the administration of Piriton.

Consent

Parents/carers must give prior written consent for the administration of medication. No medication will be given unless the consent form is completed and signed. The form includes the following information:

- full name of the child;
- name of medication and strength;
- name of prescribing doctor;
- dosage to be given in the Pre-School;
- timing of the dosage to be given, if applicable;
- expiry date of the medication; and
- printed name of parent/guardian and signature which is dated;

Administration

The administration of medicine must be recorded accurately each time it is given and signed by staff. Parents must sign the record when they collect their child to acknowledge the administration of a medicine. The medication record will record the:

- name of child;
- name and strength of medication;
- date and time of dose;
- signature of staff who has administered the medication;
- signature of other staff member to witness administration and confirm that they have checked the name and dose is correct; and
- signature of parent when they collect their child.

Storage of medicines

Medication must be clearly labelled with the child's name and will be stored safely in a secure cupboard or refrigerated. Where the cupboard is not used solely for storing medicines, the medication will be kept in a marked plastic box. The Pre-School Manager is responsible for ensuring that medicine is handed back to the parent at the end of a session.

Long Term Medical Conditions

A full risk assessment will be carried out for any child with a long-term medical condition that might require on-going medication.

2. Admissions Policy

It is the intention of Stoughton Pre-School to make our provision accessible to children and families from all sections of the community. Our admissions policy operates in conjunction with our Valuing Diversity and Promoting Equalities Policy to ensure that it is applied in a fair and unbiased manner.

Eligibility:

- Children may attend Stoughton Pre-School when they reach 2 years of age. A child can remain with us until the term before his or her 5th birthday.
- We arrange our waiting list in birth order, with the eldest children taking priority. In addition, our policy may also take into account siblings already attending the Pre-School and the length of time a child has been on the waiting list.
- We aim to accommodate each child from the date specified on their application form in accordance with spaces available at the time.
- No more than 36 children may attend at any one session.

Registration Process

- Once parents have decided to send their child to Stoughton Pre-School, they will be required to complete a registration form. Applications must be accompanied by a £30 registration fee which will be used to provide uniform items.
- A letter will then be sent confirming that your child has been registered with us.
- Parents/carers will be informed of availability during the term before their child is due to start, at which time familiarisation visits to the Pre-School will be arranged. Our settling-in policy will be explained to parents and dates will be agreed for settling-in visits and the starting date.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, but ask that children attend for a minimum of two sessions per week. This is to ensure that children benefit from continuity and stability in their learning environment.

Supporting Information:

- We will ensure that the existence of Stoughton Pre-School is widely advertised in places accessible to all sections of the community.
- Information about our pre-school is accessible in written and spoken form and, where appropriate, in different languages. Where necessary, we will try to provide information in Braille, or through signing or an interpreter.

- Stoughton Pre-School welcomes both fathers and mothers, other relations and other carers, including childminders, and people from all cultural, ethnic religious and social groups, with and without disabilities.
- We welcome children regardless of their gender, special educational needs, disabilities, background, religion, ethnicity or competence in spoken English.
- We will make sure that our Valuing Diversity and Promoting Equalities Policy is widely known by including it in this handbook and on our website.
- Government funding (FEET and FEE funding) is available for eligible 2, 3 and 4 year olds. We will inform parents if they are eligible.
- If you wish to remove a child from our setting or want to reduce the number of sessions attended, parents/guardians must give at least 6 weeks' notice of the change in writing. Fees will be payable (or funding claimed by us), until that date.

3. Behaviour Management Policy

Stoughton Pre-School believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We aim to provide an environment in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

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

Procedures

All the Pre-School staff will take responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. The Pre-School Manager will ensure that:

- Through training and reading of any relevant information, the Pre-School staff are kept up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour.
- Staff have access to relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.
- Staff have relevant in-service training on promoting positive behaviour. A record is kept of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect, those used by other members of the setting.
- We require all staff to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff with the setting's behaviour policy and its guidelines.
- We expect all members of our setting - children, parents, staff etc. to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies for Children who Engage in Inconsiderate Behaviour

- We require all staff to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate or negative behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' strategy that excludes children from the group.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Pre-School Manager or Deputy and are recorded in the child's personal file. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Children Under Three Years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff will remain calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes if a child has not settled in well, the behaviour may be the result of 'separation anxiety'. In this case we will work with the parents to find a solution that may involve inviting the parent to stay with their child for a while.

- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Rough and Tumble Play and Fantasy Aggression

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

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

Hurtful Behaviour

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

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Occasionally children's behaviour may mean that they are at risk of endangering not only themselves, but also those around them. In this situation, physical intervention maybe required from a skilled practitioner. For any such intervention, a full incident form will be completed and parents will be notified as soon as possible.
- Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child to be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we

offer them an explanation and discuss the incident with them to their level of understanding.

- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy.
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;
 - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse; and
 - the child has a developmental condition that affects how they behave.
- Where the strategies that the child's key worker and parents put in place do not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Bullying

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

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';

- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Stoughton Pre-School will not tolerate any form of bullying or intimidation by an adult towards another adult. If a staff member feels bullied or intimidated by another staff member, this will be dealt with as a staff discipline procedure. If a parent intimidates or acts in an aggressive way towards a Pre-School staff member, they will be asked to leave the premises and the matter will be referred to the Pre-School Manager.

4. Complaints Procedure

Our setting believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents, staff and the community in general and we welcome suggestions on how to improve our pre-school at any time.

Any concerns and/or complaints regarding our setting will be treated with the utmost seriousness and will be dealt with in a robust and consistent manner. We aim to bring all concerns about the running of our pre-school to a speedy and satisfactory conclusion for all of the parties involved. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set process for dealing with concerns.

Stoughton Pre-School will maintain a complaints log which will record all of the complaints that are raised within our setting. This log will be made available to parents as well as Ofsted inspectors as and when required.

Making Concerns Known

- A parent or member of staff who has a concern about any aspect of the child care provided should first talk over any worries or issues with the Pre-School Manager. A record of the meeting will be made in the complaints log which will be signed by all parties to say that there is agreement with what has been written and what action is going to take place.
- If there is no satisfactory outcome within 14 days of the informal discussion, or if the problem recurs, the parent/staff member should put the concerns or complaint in writing and request a formal meeting with the Pre-School Manager. At the meeting, both parties will have the option to invite a representative to attend if desired and a written record of the discussion will be made and agreed.
- Most complaints should be resolved informally at this stage. Stoughton Pre-School will aim to resolve the issues as soon as is practicably possible, taking any necessary actions and reporting the outcome to all parties.

Complaint Escalation

- If a parent/staff member/Stoughton Pre-School cannot reach agreement an external mediator, acceptable to both sides, may be invited to listen and offer advice. A mediator has no legal powers but can help to clarify the situation.
- The mediator will help define the problem, review any actions that have been taken and suggest further ways in which any issue might be resolved.
- The mediator will keep all discussions confidential. She/he will keep an agreed written record of any meetings that are held and any advice she/he has given.
- A final meeting is held when the mediator has concluded his/her investigations, and the purpose of this is to reach a decision on the action to be taken. A record of this meeting is signed by everyone present and they receive a copy. The signed record signifies that the procedure is concluded.

The Role of the Registering Authority

- In some circumstances it might be necessary to bring in the Ofsted Inspection Unit or our Local Authority Designated Officer (LADO) especially if the concern is regarding a member of staff or a volunteers conduct. Ofsted and LADO will have a duty to ensure laid down requirements are adhered to. In these cases both parent and pre-school would be informed and would work with Ofsted and LADO to ensure a proper investigation of the complaint, followed by appropriate action. The address and telephone number of Ofsted is:

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

Tel: 0300 123 1231

LADO Tel: 0300 123 1650

We believe that most complaints are made constructively and can be resolved at an early stage. We also believe that it is in the best interests of the Pre-School and parents/staff that complaints should be taken seriously and dealt with fairly and in a way which respects confidentiality.

5. Entry and Exit Policy

At Stoughton Pre-School we are committed to ensuring the safety of the children at all times. We acknowledge that arrival and departure times at the Pre-School are high risk in terms of the safety of the children and therefore strictly follow the procedures set out below. All pre-school staff are trained in all aspects of this procedure and have responsibility for ensuring that it is implemented.

At the Start of Each Session

- There will always be a senior member of staff at the door (in the lobby area) when the children arrive at the setting. A member of staff is appointed "door duty" to ensure children do not leave the building once they have come in.
- Once into the lobby area the children, with the assistance of their parent or carer, will put their bag and coat onto their named peg.
- For the purpose of group time for the children, formal registration also takes place 20 minutes into the session. This also allows the numbers of children and staff

who have already been marked into the register to be double checked.

During the Session

- Outside of arrival and departure, the front door will be locked with a safety chain.
- When the outside area is open to the children a member of staff will always check that the gate is locked and bolted. The outside area is fully enclosed and secure and a member of staff will always remain outside with the children.
- Parents/carers are asked to inform the Pre-School if their child cannot attend.
- All staff will be recorded on the register.
- Members of staff will not admit visitors if they do not have an appointment, are not recognised by the staff or cannot show their identification.
- All visitors will sign in and out of the visitor book.

At the End of the Session

- At the end of the session, children leave from either Starlings Room (3-4yr olds) or Sparrows Room (2-3yr olds) one at a time. A designated member of staff ensures each child is safely handed over to the correct parent or carer. That member of staff also passes on any items in the child's tray such as letters and messages.
- Children will only be allowed to leave the setting with adults who are named by parents on the collection form and have the password that the parents have provided. If a member of staff has a concern with any person collecting the child, they refer this to the most senior staff member in the session who then calls the parent for confirmation.
- If a child is not collected at the normal time, staff will follow the 'uncollected child procedure'

6. Facebook Page Policy

Stoughton Pre-School aims to ensure that our service, children, staff or families are not compromised on any form of social networking or related website. However, we acknowledge that social media can play an important role in maintaining communication with families and the local community.

The Stoughton Pre-School Facebook page has been created to provide an additional means of communication between the settings and the families of the children who come to us. The following conditions have been put in place to ensure the privacy, dignity and rights of the service, children, staff and families:

- At no time will any official post by the Pre-School make reference to individual children, parents or other professionals (either in a photo or by name).
- All users (all people accessing our page) interacting with the Stoughton Pre-School Facebook page, by either liking or commenting on posts, must do so using a Facebook account that clearly identifies them by their real name.
- While using our page, users are expected to ensure that they:
 - Respect the rights and confidentiality of others;
 - Do not impersonate or falsely represent another person;
 - Do not bully, intimidate, abuse, harass or threaten others;
 - Do not make defamatory comments;
 - Do not use offensive or threatening language or resort to personal abuse towards any other person;
 - Do not post content that is hateful, threatening, pornographic or incites violence against others;
 - Do not harm the reputation and good standing of Stoughton Pre-School;

- Respect others' rights to privacy by not uploading any films or photographs taken of the Pre-School during approved pre-school events; with the exception being of film or photographs of your own personal child/ren and not containing any other children or family members.
- Users who are deemed to be using our page inappropriately, particularly in the above mentioned ways, will be blocked by administrators.
- The Pre-School Manager and Deputy Manager will be the page administrators.
- You can use names in comments when you wish to acknowledge someone's great work or community contribution. We wish our Facebook page to be used to build spirit; congratulating someone's efforts publicly goes a long way to building the Pre-school community we all want.

7. Fees and Payment Policy

The fees charged for children who attend Stoughton Pre-School can broadly be broken down into two categories (1) children between the ages of 2 and 3 who are not entitled to Free Early Education for Two's (FEET), and must therefore pay the standard sessional rate and (2) children aged 3 and 4 who are entitled to up to 15 hours Free Early Education (FEE) per week of free childcare. The charging and administration process is different depending on which category your child falls.

Standard Sessional Rate

- Stoughton Pre-School fees are set at a competitive level in order to maintain a sustainable and well equipped Pre-School setting. A standard rate of £16:50 per 3-hour session will be charged for attendance. The 30 minute Lunch Club will be charged at £3:50.
- Fees are due every half term in advance. Fees will be invoiced at the beginning of every half term (where funding does not apply) and payment should be made immediately and at least within 14 days of receipt of invoice.
- All fees are payable in advance for all sessions booked, even when absence is due to illness or holidays.
- Cheques should be made payable to Stoughton Pre-School or bank transfers can be made. Nursery or child care vouchers will also be accepted.
- The Pre-School reserves the right to charge a late collection fee of £5 per 15 minutes until the child is collected.
- If you wish to remove a child from our setting or want to reduce the number of sessions attended, parents/guardians must give at least 6 weeks' notice of the change in writing. Fees will be payable (or grant claimed by us), until that date.
- Fees are reviewed annually. We will provide notice of at least 1 term if fees have to be increased for any reason.

Late or Non Payment of Fees

- We appreciate that if a family is experiencing financial difficulty, it may be hard to make full payment in one instalment. In such situations, and on a case-by-case basis, the Pre-School owner will negotiate payment in alternative instalments.
- If fees are not paid as agreed, the Pre-School owner will note the delay and ask for payment in writing, stating that the child's place could be withdrawn if payment is not forthcoming by a particular date. In the unlikely and unfortunate event that payment is not received, we will reluctantly withdraw the child's place. The Pre-School reserves the right to pursue non-payment of fees in the small claims court.
- In the event of a cheque being returned to the Pre-School account marked as unpaid, we will contact the parent or guardian of the child concerned and ask for an alternative payment to be made. Any charges that have been passed onto us by our bank will be included.

Local Authority Funding

- The Pre-School is approved to accept government funding for children aged three and four. This funding entitles a child to have up to 15 hours of Free Early Education (FEE) provision a week, for 38 weeks a year.
- Children are able to claim their 15 hours of free early education per week starting from the term after their third birthday. The funding will continue until they either start in a reception class at a local authority maintained school or reach compulsory school age, which is the school term after their fifth birthday.
- The first term that your child is eligible you will be asked to fill in an Early Years Free Entitlement Registration form. We will need to see your child's birth certificate or passport as proof of identity and eligibility. You will also need to complete an Early Years Free Entitlement Declaration Form at the beginning of every term, stating the exact number of hours your child will be attending.
- You can choose to take up the free entitlement and split the hours with two early years providers if you wish.
- Where a parental contract has been signed agreeing to take the free entitlement, the Pre-School will get secure funding for a full term, unless there are exceptional circumstances. It is important that you are aware that once you have signed a contract of attendance, you will not be able to transfer the free entitlement payment to another provider during the same term.

8. Food and Drink Policy

At Stoughton Pre-School we believe it is important to provide children with positive healthy eating experiences in order to promote their health and wellbeing. We respect different dietary, cultural and health needs of all our children. Stoughton Pre-School is a nut free environment. We ask that no nuts of any kind are brought into the setting and this includes items such as Nutella and Peanut Butter. Stoughton Pre-school also asks that no shellfish is brought into the setting. At snack time we aim to provide nutritious food, which meets children's individual dietary needs.

A snack of fruit and a drink of milk/water will be provided for all children every session. This is typically during the free play time in the morning or afternoon session. A selection of fruit and vegetables will be made available every day to offer variety.

- Before a child starts to attend our setting we find out from the parents/carers the child's dietary needs and preferences including any allergies.
- We record information about each child's dietary needs in his/her registration record and parents sign the record to confirm that it is correct.
- We regularly consult with parents/carers to ensure that our records remain up to date. Parents sign the updated record to signify that it is correct.
- We display current information about individual children's dietary needs within the setting so that all staff are fully informed about them.
- We are committed to promoting healthy eating and can provide guidance to parents/carers providing food for their children on a range of suitable health snacks and foodstuffs.
- We ensure that staff sit with the children to eat their snack (and/or lunch if part of lunch club) so that these times are a social occasion in which children and staff can participate.
- We use snack or lunch club times to help children to develop independence through making choices, serving food and drink and feeding themselves if able.
- Fresh drinking water is always available for the children. We explain to the children that they can access water at any time during the session.

- We support the children in recognising that they need to drink water when they are thirsty, hot or tired, or feeling unwell.
- For children who drink milk, we provide semi-skimmed pasteurised milk.
- Due to being a choking hazard, we kindly ask all parents to cut grapes in half to reduce the possibility of their child choking.
- Staff that prepare snack for children hold a Level 2 Food Hygiene qualification.

Lunch Club

For those children attending the 12.00 – 12.30pm Lunch Club:

- Parents are asked to provide lunch for their child if the child is booked to attend the Lunch Club. We encourage parents to provide healthy lunches that must be nut free and shellfish free.
- Lunch boxes must have the child's name on it and placed on the lunch trolley in the Pre-School entrance hall. We ask parents that they also put in a cool pack to keep the food cool and fresh.
- We inform parents that no food will be cooked or heated on the premises and that only cold food from home can be brought in i.e. sandwiches with a healthy filling, fruit and milk based deserts such as yoghurt.
- We will provide children with plates and cutlery as required.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.

9. Health and Safety Policy

Stoughton Pre-School believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers. We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive through the settings "Golden Rules" and daily risk assessments.

Children are only permitted to leave the premises with individuals over 16 years of age and as named by the parent, ideally in writing. Children will never be allowed to leave the premises unsupervised. Steps are in place to prevent intruders from entering the premises.

Responsibilities

- Overall responsibility for health and safety rests with the Pre-School Manager.
- The Pre-School Manager and Deputy will have undertaken Health and Safety training and will regularly update their knowledge and understanding.
- We display the necessary health and safety poster on our notice board.
- Staff will keep check of where each staff member is and alerts another member of staff when they are toileting the children and how many they are taking.

Employees

Employees must recognise that they have an important part to play in implementing this policy to ensure that it is robust and successful. They will do this by:

- taking reasonable care of themselves, their colleagues, visitors and members of the public;
- complying with all Stoughton Pre-School guidelines;
- only carrying out activities which they have been trained to undertake;

- never interfering with, damaging, or misusing any equipment, safety device, material or facilities provided for their work activities;
- co-operating with the Pre-School Manager on all aspects of health and safety;
- ensuring that any health and safety hazards are adequately controlled and promptly reported to the management; and
- ensuring that all accidents are properly reported in line with procedures.

Risk Assessment

Our risk assessment process includes:

- checking for hazards and risks indoors and outside, and in our activities and procedures. Our assessment covers adults and children;
- deciding which areas need attention;
- developing an action plan that specifies the action required, the timescales for action, the person responsible for the action and if any funding is required.
- lists of health and safety issues are maintained, which are checked daily before a session begins and half termly, when a full risk assessment is carried out.
- Any issues regarding the building and garden are reported to the caretaker immediately.

Insurance Cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in the foyer on our notice board.

Awareness Raising and Training

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and understand their shared responsibility for health and safety.
- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the setting.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings. Such details are recorded on the daily risk assessments that are carried out.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Children's Safety

- We ensure all staff employed have been checked for criminal records by an enhanced DBS check.
- All children are supervised by adults at all times, whilst allowing free movement.
- Whenever children are on the premises at least two adults must be present.
- The only times when an adult is left alone with children is usually during toileting times (as per nappy changing and toileting policy).

Security

- Systems are in place for the safe arrival and departure of children. The times of the children's arrivals and departures are recorded.
- The arrival and departure times of volunteers and visitors are also recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.

- The personal possessions of staff and volunteers are securely stored during sessions.
- In the event of a child being lost or not collected there is a clearly defined procedure to be followed.

Premises

- The registered premises are for the sole use of the Pre-School during the hours of operation. We will take appropriate steps to ensure that the premises remain clean, are well lit, adequately ventilated and kept at an adequate temperature.
- Significant changes to premises will be reported to Ofsted e.g. structural alterations or taking down fencing.
- Low level windows are either made from safety glass or are suitably covered to prevent any breakage.
- We take precautions to prevent children's fingers from being trapped in doors.
- All surfaces are checked daily to ensure they are clean and not uneven/damaged.

Kitchen

- There is a kitchen area which is adequately equipped for the preparation and storage of snacks and drinks for children and staff on the premises.
- Children do not have unsupervised access to the kitchen.
- Food preparation areas conform to environmental health and food safety regulations and all surfaces are clean and non-porous.
- Cleaning materials and other dangerous materials are securely stored.
- Any cooking activity will be carried out by an adult.
- When children take part in food preparation activities they:
 - are supervised at all times;
 - are kept away from hot surfaces and hot water; and
 - do not have access to electrical equipment.

Electrical/Gas Equipment

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

Storage and Outdoor Area

- All resources and materials from which children can select are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.
- We will ensure that children can play safely outside and are protected from hazards, through supervision at all times, by competent employees.
- The outdoor area is securely fenced.
- The children will have access to the car park area at the front of the building for larger play equipment.
- The outdoor area is checked for safety and cleared of rubbish before it is used.

- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides via the daily risk assessments.
- A pop up gazebo is sometimes used during hot or bad weather and time outside is limited to the wellbeing of the children.

Hygiene

- We regularly seek information and advice from the Environmental Health Department and the Health Authority to ensure that we keep up to date with the latest guidance.
- Our daily routines encourage the children to learn about personal hygiene.
- The registered person ensures that staff are informed and aware of the importance of good hygiene practice in order to prevent the spread of infection.
- Staff are informed of and kept up to date with hygiene procedures.
- Toilets and nappy changing areas are cleaned after each use.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
- We implement good hygiene practices by;
 - cleaning tables between activities;
 - checking toilets regularly;
 - wearing protective clothing such as aprons and disposable gloves as appropriate;
 - providing sets of clean clothes; and
 - providing tissues and wipes; and ensuring sole use of kitchen towels.

Activities

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children attending the setting.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- Play areas are large enough to give scope to free movement and there are separate areas for different activities.
- All equipment is regularly checked (as set up) for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean, protected from contamination and is suitable for children's play.
- Physical play is constantly supervised.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

Food and Drink

- Staff who prepare and handle food receive appropriate training.
- All food and drink is stored appropriately.
- Adults do not carry hot drinks through the play area(s) and do not place hot drinks within reach of children.
- Snack and meal times are appropriately supervised and children do not walk about with food and drinks.
- Fresh drinking water is available to the children at all times.
- We operate systems to ensure that children do not have access to food/drink to which they are allergic.

- See the Food and Drink and Managing Children with Allergy policies for further information.

Animals

- Animals visiting the setting are free from disease and safe to be with children.
- If we have them, the setting's pets will be free from disease, safe to be with children, and will not pose a health risk.
- Children wash their hands after contact with animals.
- Children with animal allergies will be noted and steps taken to avoid contact.

Fire Prevention and Safety

- We will take steps to prevent fires from occurring. Staff are responsible for:
 - ensuring that power points are not overloaded;
 - ensuring that the Pre-School's no smoking policy is observed;
 - checking for frayed and trailing wires; and
 - storing potentially flammable materials safely.
- Fire doors are clearly marked, never obstructed and easily opened from inside.
- All staff, volunteers and children are made aware of the fire exits and the assembly point. Children will be made aware of the fire procedures during their settling in period and regularly from then on.
- Fire extinguishers will be checked annually and staff will know how to use them.
- Smoke detectors/alarms and firefighting appliances conform to standards and are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Records are kept of all fire drills in the setting.
- Records are kept of the servicing of fire safety equipment.
- Our emergency evacuation procedures are:
 - clearly displayed in the premises;
 - explained to new members of staff, volunteers and parents; and
 - practiced regularly at least once every six weeks.

Emergency Evacuation Procedure

In an emergency situation the following evacuation procedure will be applied:

- The senior member of staff will move to the safest exit and blow their whistle 3 times to alert everyone and gain their attention. Other staff members will assist in gathering the children to the exit for evacuation.
- If the garden area is in use, the supervising member of staff will gather the children, count heads and, if it is safe to do so, lead them through the garden exit to the assembly point.
- The children will be led to the assembly point located on the recreation ground.
- For thorough evacuation, one member of staff will check the toilets, office and kitchen to ensure the area has been fully cleared.
- If it is safe to do so, another member of staff will collect the phone, the register, the visitor book and the emergency contact list.
- At the assembly point, the register will be called and checked for any unaccounted children, staff or visitors.
- In the event of a real emergency, a member of staff will telephone the fire brigade on 999 whilst the register is being taken and give appropriate details.

- In the event of a real emergency, parents will be called as soon as possible to collect their children, using the emergency contact list brought out with the register.
- Staff next of kin details are recorded on their staff details form and will be used in Emergency.
- At all times, staff will follow the advice of the emergency services.

First Aid and Medication

At least one member of staff with current first aid training is on the premises or on any outing at any one time. The first aid qualification includes first aid training for infants and young children. Our first aid kit:

- complies with the Health and Safety (First Aid) Regulations 1981;
- is regularly checked by a designated member of staff and re-stocked as necessary;
- is easily accessible to adults; and
- is kept out of the reach of children.

At time of admission, parents will be asked to provide written permission for any necessary emergency medical advice or treatment. Parents sign and date their written approval. Parents will be informed immediately in any emergency situation.

Accident Book

- Our accident book records any accidents, and if to a child, is signed by the parent/guardian on pick up.
- The accident book is kept safely and accessible.
- All staff and volunteers know where it is kept and how to complete it.
- It is reviewed at least half termly to identify any potential or actual hazards.
- Accident books are kept for a minimum of three years.

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

- any accident to a member of staff, parent, child, volunteer or visitor requiring treatment by a general practitioner or hospital; and
- any dangerous occurrences (an event which does not cause an accident but could have done).

Mobile Phones

- In the interest of safety, members of staff and volunteers are not permitted to use their mobile phones or have them on their person while working with the children.
- Staff who are away from the group with pre-school children (outings etc.) will be issued with an additional mobile phone which can be used only in an emergency.

Records

To ensure transparency in all we do we keep records of the following:

- names and addresses of all staff on the premises, including temporary staff who work with the children or who have substantial access to them;
- all records relating to the staff's employment with the setting, including application forms, references, and results of checks undertaken etc.;

- children's names, addresses and telephone numbers of parents and adults authorised to collect children from setting;
- the names, addresses and telephone numbers of emergency contacts in case of children's illness or accident;
- the allergies, dietary requirements and illnesses of individual children;
- the times of attendance of children, staff, volunteers and visitors;
- accidents and medicine administration records;
- consent for outings, administration of medication, emergency treatment, and incidents;
- administration of medication and a record of the administration of medicines;
- prior parental consent to administer medicine;
- accident and incident record; and
- any dangerous occurrences. This may be an event that causes injury/fatalities or any event that does not cause an accident but could have, such as a gas leak.

Safety of Adults

- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.
- All warning signs are clear and legible.
- Adults do not remain in the building on their own or leave on their own after dark.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed half termly to identify any issues that need to be addressed.

10. Information and Communication Technology Policy

The Pre-School recognises the rapidly changing world of ICT and the role technology plays in our media rich environment. We believe ICT includes all current technologies in the world around young children today; it is therefore not just about computer use but includes everyday technologies such as answer phones and washing machines, programmable toys and remote controls as well as other technological tools such as digital cameras, laminators and scanners.

By creating opportunities to investigate, try and experience technology in the home, pre-school, community and outside environment, children will learn for themselves whilst being taught skills and knowledge to enable them to build on what they know.

By carefully planning our play areas to reflect the world in which we live, children will, through play, gain experience and an understanding of ICT. Early Years Foundation Stage (EYFS) states that children should:

- show an interest in ICT;
- seek to acquire basic skills, turning on and operating ICT equipment;
- know how to operate simple equipment – intercom, pelican crossing etc.;
- complete a simple program;
- use ICT to perform simple functions, for example a TV remote; and
- use a mouse and keyboard to interact with age appropriate software and programmable toys.

We Believe That:

- ICT is a tool for learning.
- Technology is part of children's worlds and a relevant curriculum includes investigating technology as well as using technology to learn.

- Working in partnership with parents is vital for enriching children's experiences with appropriate technology both at home and at the Pre-School.
- ICT is more than computers and their experiences of ICT in everyday life can be used as a basis for learning.
- ICT is not an add-on to the curriculum but embedded across all areas of learning.
- Children need to be in control and to use technology independently.
- Technology needs to be appropriate and accessible for young children.
- Children can be confident users of technology.

Learning and Teaching

We employ a range of strategies and use our professional judgment to decide on the most appropriate styles of teaching and learning. To enable the child to become a confident and independent user of ICT we use a balance of:

- Demonstration, modelling, discussion, presenting and sensitive intervention.
- Peer to peer teaching and collaboration.
- Planned learning opportunities.
- A learning environment that encourages children's spontaneous use of ICT.
- Time for independent use with opportunities to experiment and explore.
- Opportunities to play with all forms of appropriate technology.

Protection from Online Access

It is recognised that access to the Internet can enhance a child's development but that strict controls are necessary to deal with any undesirable material. To ensure these controls are in place, the following measures are taken:

- Access to screens is always in a visible area.
- Hardware should be switched off when staff are not monitoring use.
- The use of the Internet should always be supervised.
- Virus protection updates are ongoing.
- Firewall present to protect from unwanted materials.

11. Late Collection of Child

We understand when there is a real one-off emergency and you cannot get to Pre-School on time to collect your child. In these circumstances, we ask you to telephone the Pre-School immediately to let us know the situation and to inform us which of the authorised adults named on the Registration Form will be collecting your child on your behalf.

However, if your child is regularly collected late from pre-school, this causes issues with staffing and costs. We therefore reserve the right to charge the following "Late Collection Fees" when children are persistently being collected late from their session at Pre-School: £5 for every 15 minutes until the child is collected.

12. Managing children who are sick or infectious

- If children appear unwell during the day and have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach, the Pre-School Manager or Deputy will contact the parent and ask them to collect the child, or send a known carer to collect on their behalf. If for any reason there is a delay in someone collecting the child and the child has developed a high fever, emergency Calpol will be administered with the parent/guardians consent.

Parent/guardians will still need to collect the child and sign a medication form.

Please refer to administering medication policy.

- Temperature is taken using a thermometer kept in the first aid box.
- In extreme cases of emergency a member of staff will phone for an ambulance and the parent(s) will immediately be informed.
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting.
- If a child is prescribed antibiotics for a contagious infection such as conjunctivitis, impetigo, throat infection etc., we request that parents keep the child at home until the antibiotic course has finished.
- The Pre-School requires all parents to inform us if their child has been ill over the weekend or overnight before a session.
- Parents are asked to inform the Pre-School if their child has any illness such as measles or chicken pox, as the other pre-school parents will need to be informed.
- If your child has suffered from vomiting or diarrhoea, we request they be kept away from Pre-School for at least 48 hours and until they have had a meal.
- If your child has been given any medication, we would like to be informed.
- We exclude children who have communicable diseases for the recommended time required. The Pre-School holds a list of communicable diseases and the associated exclusion times and will advise parents accordingly.
- The Pre-School has the right to send home an unwell child or to refuse a child if we feel that they are unwell.

Nits and Head Lice

- Nits and head lice are not an excludable condition.
- On identifying cases of head lice, all parents are informed and asked to treat their child and all the family if they are found to have head lice.

13. Managing Children with Allergies

When children are enrolled at the setting, parents are asked if their child suffers from any known allergies. This is recorded on the application form. If a child has an allergy, a detailed assessment form is completed to detail the following:

- the allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc.);
- the nature of the allergic reactions e.g. an 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;
- this form is kept in the child's personal file and a copy is displayed where staff can see it; and
- parents will be asked to train staff in how to administer special medication in the event of an allergic reaction. If necessary the Pre-School Manager or another member of staff will seek further medical training.

14. Missing Child Procedure

Children's safety is our highest priority. Every attempt is made through carrying out the Outings Policy and the Exit/Entrance Procedure to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, the following procedure will be followed:

Children going Missing on the Premises

- As soon as it is noticed that a child is missing, the member of staff will alert the Pre-School Manager or Deputy.
- The Pre-School Manager or Deputy will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, the Pre-School Manager calls the police and reports the children as missing and then contacts the parent.
- The Pre-School Manager or Deputy talks to the staff to find out when and where the child was last seen and records this.

Children going Missing on an Outing

This procedure describes what will happen when staff have taken a small group of children on an outing, leaving the Pre-School Manager and other children and staff back in the setting. If the Pre-School Manager has accompanied children on the outing, the procedures are adjusted accordingly.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand still with the adults and carry out a headcount to ensure that no other children are missing. One staff member will search the immediate vicinity.
- The Pre-School Manager is contacted immediately and the incident is reported.
- The Pre-School Manager contacts the police and reports the child as missing.
- The Pre-School Manager contacts the parent, who makes their way to the setting or outing venue as agreed with the Pre-School Manager. The setting is advised as the best place to come to as by the time the parent has arrived at the venue, the child may have been returned to Pre-School.
- Staff take the remaining children back to Pre-School.
- In an indoor venue, the staff will contact the venue's security who will handle the search and contact the police if the child is not found.
- Staff keep calm and do not let the other children become anxious or worried.
- The Pre-School Manager speaks with the parents.
- The Pre-School Manager will carry out a full investigation taking written statements from all the staff on duty when the incident happened.
- Each staff member writes an incident report detailing:
 - the date and time of the report
 - which staff/children were at Pre-School/on the outing;
 - when the child was last seen in the Pre-School building/on the outing;
 - what has taken place at Pre-School or on the outing since the child went missing; and
 - the time estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all staff will cooperate fully. In this case the police will handle all aspects of the investigation including interviewing all staff. Children's Social Services may also be involved if it appears that there is a child protection issue to address.
- The local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, Ofsted is informed.

- The insurance provider is informed.

Managing People

- The Pre-School Manager or Deputy will manage the incident and try to keep everyone as calm as possible.
- The staff will feel worried about the child, they may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- Staff may be the understandable target of parental anger and they may be afraid. The Pre-School Manager needs to ensure that staff under investigation are fairly treated and receive support while feeling vulnerable.
- The parents will feel angry and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the Pre-School Manager. When dealing with a distraught and angry parent, there should always be two members of staff - the Pre-School Manager and another as appropriate. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police will be called.
- The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.

15. Mobile Phone and Personal Recording Equipment Policy

Mobile Phones

The Pre-School accepts that employees will bring their mobile phones with them to the workplace. However, it is pre-school policy that employees are not permitted to make or receive calls or texts during working hours as this inevitably impacts on performance.

All staff are requested to store their mobile phones in a filing cabinet which will be locked during session time. Use of mobile phones is limited to staff breaks and in an area away from the children. The only time a personal mobile phone is permitted for use is in the event of an emergency within the Pre-School.

The only mobile phone that is permitted for use during a session is the Pre-School mobile phone which is used by either the Pre-School Manager or Deputy. The Pre-School mobile is used to communicate with parent enquiries or to contact the emergency services should the need arise.

Personal Recording Equipment

The safety and security of children is the primary concern of Stoughton Pre-School. Our policy on the usage of children's images is based on the guidance provided by the Surrey Safeguarding Children Board. Generally, photographs of children in a Pre-School setting are a source of pleasure and pride and are to be welcomed. However, we live in an age in which technology has vastly increased the use and potential misuse of photographs. In the recent past there has been concern about the possibility of a child being identified by a photograph in the filming of an organisation's event, in case they are put at risk.

The Surrey Safeguarding Children Board believes that the risk of a child being identified by a stranger is so small that, provided reasonable steps are in place to

limit the publication of their names and addresses, photography and filming of children and young people should continue in line with the policy set out below.

- Parents will be asked to sign a consent form when their child joins the Pre-School to confirm that they are happy for their child to be photographed as part of Pre-School observations, displays, newsletter etc.
- Parent's wishes will be respected in this case.
- In any display or use of a photo, we will not use the child's full name alongside their photograph. However, first names may be used.
- Staff are not permitted to use personal recording equipment at any time on Pre-School premises. Personal recording equipment is: mobile phones with cameras on, personal cameras, personal camcorders, video recorders, voice recorders or anything that belongs to staff, and not the Pre-School, that children could be photographed or recorded on.
- Volunteers, parent helpers or other visitors to the setting are also requested to adhere to the above Mobile Phone and Personal Recording Equipment policies.
- All visitors to pre-school will be asked by the member of staff who welcomes them into the building to place any mobile phones or other personal recording equipment into a container that will be securely stored in a secure filing cabinet.

Photography and Video Recording at Pre-School Special Events

We recognise the importance of parents being able to record the special milestones in their child's development. Permission will therefore be given for parents and carers to take photos and videos of their children, which are implicitly for their own personal use, at the Pre-School Christmas Party and the Pre-School Fun Day

We request that in the interests of child protection, safeguarding children and to respect other parents' wishes, no photos or videos that may include children other than your own are uploaded to the internet in any way or shared electronically.

However, the Pre-School cannot accept any responsibility for the protection of photos and videos taken by friends, family or other parents and carers at these Pre-School special events. We will therefore always remind parents before these special events take place that photography and videoing by other parents and carers will be permitted. We would request that parents remove their child from any Pre-School special events if they have any concerns over their child being photographed.

16. Nappy Changing and Toileting

Stoughton Pre-School does not exclude any child from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time. We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults. The safety and comfort of children is paramount and we ensure children are kept clean and dry.

- Where possible, keypersons undertake changing young children in their key groups; another staff member may change a child if key worker is not present or is otherwise engaged.
- Changing areas are warm and there are safe areas to lay young children if they need to have their bottoms cleaned.

- Each young child has their own nappies or 'pull ups' and changing wipes in their named bag on their name peg brought in from home.
- Gloves are put on before changing starts and the areas are prepared.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, all staff members ensure that nappy changing is relaxed and a time to promote independence in young children.
- Staff are gentle when changing; they avoid pulling faces and making negative comments about 'nappy contents'.
- Staff do not make inappropriate comments about young children's genitals when changing their nappies.
- Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- They should be encouraged to wash their hands and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Should a child have an allergy to the hand soap used within pre-school, the staff will liaise with the child's parents to find a suitable alternative.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Nappies and 'pull ups' are disposed of hygienically. Any soil (faeces) in nappies or pull ups is flushed down the toilet and the nappy or pull up is bagged and put in the bin. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for the parent to take home.
- If young children are left in wet or soiled nappies/'pull ups' in the setting this may constitute neglect and will be a disciplinary matter. Settings have a 'duty of care' towards children's personal needs.
- Visitors and parents are not permitted to take children to the toilet.
- Parents are required to provide named changes of clothes.
- All children adhere to washing their hands to ensure good hygiene practice.
- All Pre-School staff promote children's personal hygiene.

17. No Smoking Policy

We have designated all the premises within the confines of the Pre-School a smoke free area. No one is permitted to smoke at any time on Pre-School premises. Further, any staff who wish to smoke are also prohibited from doing so in the Pre-School grounds, including the car park, thus reducing the chance of any child seeing a member of staff smoking.

18. Observation Policy

Observing and monitoring a child's progress and interaction within the pre-school is a key tool in allowing us to plan individually for every child. We believe that careful planning is required to ensure that play at Stoughton Pre-School is of a high quality. This helps to plan future experiences and opportunities to build your child's knowledge, skills and abilities which will lead to new learning and development.

Observations of each child are evaluated and linked to the Early Years Foundation Stage Curriculum. This allows for every child's individual development to be monitored and their progress recorded in their Profile. This is a record of your child's interests, significant achievements and development throughout their time with us and we encourage you to access your child's Profile at any time.

Observations serve many purposes for us. They allow us to watch children without interruption; they allow us to follow the complex detail of their play and provide us with a detailed insight into your child's knowledge and ability.

We can also use observations to review our own practice and skills by observing staff working with children. We can also use observations to track how children use resources or equipment in nursery. The Pre-School uses an online tool called Tapestry to record observations. See the Tapestry Policy for more information.

19. Outings Policy

Children benefit from being taken out of Pre-School to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. We ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

- Parents sign a general consent on the Registration Form for their child to be taken out as a part of the routine activities of the Pre-School.
- This general consent details the venues used for routine activities which are within walking distance and does not involve the use of public transport.
- A risk assessment for each venue is carried out, which is reviewed regularly.
- Parents are always asked to sign specific consent forms before major outings which require the use of public transport or the consumption of food that has not been prepared in Pre-School.
- A risk assessment is carried out before an outing takes place.
- All venue risk assessments are made available for parents to see.
- Named children are assigned to individual staff so each child is individually supervised. This is to ensure no child goes astray, and that there is no unauthorised access to children.
- Staff take a mobile phone on outings, and supplies of tissues, wipes, nappies etc. as well as a mini first aid pack, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long the trip will last for.
- Staff take a list of children with them with contact numbers of parents/carers.
- A minimum of two staff should accompany children on outings. At least one of these will be qualified and have Early Years First Aid training. A minimum of two members of staff should remain behind with the rest of the children.
- In the unlikely event that a child should become lost, our Missing Child Procedure will be followed.

20. Partnership with Parents/Carers Policy

At Stoughton Pre-School we endeavour to build strong, positive relationships with the parents and carers of all the children who attend our setting. The Pre-School staff recognise that parents and carers are the first educators of their children and that working in partnership is essential if we are to provide a happy, caring and stable environment for the children in our care.

Our aim is to develop an honest, open and supportive relationship with parents which complements life in their home rather than contradicts it. Good relationships will allow information regarding children's activities and progress to be exchanged easily and comfortably by pre-school staff and parents. To support these aims we will:

- Ensure that all parents are aware of the Pre-School policies and procedures.
- Encourage parents to look at their child's Profile at regular intervals and provide opportunities to discuss progress on a regular basis.

- Welcome parents to access their child's records at a convenient time with staff.
- Discuss fully with parents any concerns that arise about a child's progress or behaviour and make suitable plans to address any of the issues identified.
- Operate a key person system involving parents for open discussion and information sharing regarding pre-school and home circumstances.
- Share with parents/carers an overview of the experiences and activities that the children are involved in (by discussion, letters, displays or photographs) to enable them to participate fully in their children's lives in the setting.
- Display activity plans in the Pre-School for parents to view.
- Provide opportunities for parents to learn about the Pre-School curriculum, the Early Years Foundation Stage and about young children's learning.
- Provide opportunities for parents to contribute their own skills, knowledge and interests to activities that might extend the children's experiences;
- Respect the family's religious and cultural backgrounds and accommodate any special requirements whenever possible and practical to do so.
- Find out the needs and expectations of the parents. These can be obtained through regular feedback via questionnaires which can then be evaluated by the Pre-School to promote practice, policy and staff development.
- Inform all parents of the systems for registering queries, complaints and suggestions. All parents have access to our written complaints procedure.
- Ensure that information provided by parents about their children remains confidential and securely locked away in the premises office.
- Ensure that staff are discreet and treat details of children's activities private outside the Pre-School.
- Request that parents keep us informed of any changes to contact details such as change of address, telephone number, doctor, emergency contact etc.
- Request parents keep us informed of any circumstances which could have an effect on a child's emotional wellbeing, e.g. bereavement, separation, illness or any other sensitive issues in the family.
- Encourage parents and carers to share details of any other form of registered provision their child attends so we can coordinate our care where appropriate.
- Provide a written contract between the parents and the Pre-School regarding conditions of acceptance and arrangements for payment.

Tools for informing parents:

- Parent welcome packs are distributed to all new parents providing information about the Pre-School, EYFS, funding and copies of all policies and procedures.
- Every child's only Tapestry profile is maintained by staff and can be accessed by parents/carers at all times, in addition parents are invited to contribute their own observations to the record.
- There are termly meetings for staff and parents where the profile is discussed and progress reviewed.
- Regular parent newsletters are sent home each year.
- There is a pre-school notice board which is used to share information about special activities, important messages etc. with parents.
- Regular updates about weekly activities are shared with parents via the Pre-School Facebook page.
- Staff are always available to speak to parents at dropping off and collection times.

21. Risk Assessment Policy

Stoughton Pre-school believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks. This enables the

children to thrive in a healthy and safe environment. The basis of this policy is risk assessment which is a process we use to review the following:

- identification of risk: Where is it and what is it?;
- who is at risk: Childcare staff, children, parents, etc.?
- assessment as to the level of risk as high, medium, low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did;
- control measures to reduce/eliminate risk: What we need to do, or ensure others will do, in order to reduce that risk?; and
- monitoring and review.

Procedures

- Our risk assessments are carried out daily before each session begins by a senior member of staff.
- Our risk assessment process covers adults and children and includes:
 - checking for and noting hazards and risks indoors and outside, and in our premises and for activities;
 - assessing the level of risk and who might be affected;
 - deciding which areas need attention; and
 - developing an action plan that specifies the action required, time-scales for action, the person responsible for the action and any funding required.

22. Role of the Key Person

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the Pre-School by providing secure relationships in which children thrive.

We want children to feel safe, stimulated and happy in our pre-school and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the Pre-School.

We aim to make our Pre-School a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Welfare Requirements of the Early Years Foundation Stage. Each setting must offer a key person for each child. The key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents. A key person will help the child become familiar with the setting and feel confident and safe within it.

Procedures

- We allocate a key person to each child before they start.
- The key person is responsible for welcoming the family and for settling the child into our Pre-School.
- The key person offers unconditional regard for the child and are non-judgemental.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.

- The key person acts as the key contact for the parents and will have links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development.
- The key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- The key person encourages positive relationships between children in their key group, spending time with them each day.
- We promote the role of the key person as the child's primary carers in our pre-school, and as the basis for establishing relationships with other staff and children.

23. Safeguarding Children and Child Protection Policy

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

Stoughton Pre-School will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our Safeguarding Policy is based on the three key commitments of the Pre-School Learning Alliance Safeguarding Children Policy.

Key commitment 1: We are committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of our service delivery.

Staff and Volunteers

- Our Designated Safeguarding Lead (DSL) is a trained member of staff who will co-ordinate child protection issues with the Pre-School Manager, parents and other professionals involved.
- We ensure all staff and parents are made aware of our safeguarding policies and procedures.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced' DBS checks carried out by Police before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- Applicants are requested to supply two references. Appointment is subject to a probationary period, usually two terms, and will only be confirmed once the Pre-School is completely satisfied that the applicant can be safely entrusted with children. This will include both paid and voluntary staff.
- We abide by Ofsted requirements in respect of references and DBS checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children. This also includes those that are unsuitable by association, i.e. a member of their household has a criminal conviction or have been barred from working with children.
- DBS checks will also be undertaken for any potential member of staff or volunteer who has lived or worked abroad.
- We expect all staff who work directly with children to declare all convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children and those in their household. This is achieved through regular supervision and appraisals with each staff member by the Pre-School Manager.

- In addition to the above, we obtain new Enhanced DBS for every new staff member and volunteers.
- Children will not be taken to the toilet by any adult who has not had an Enhanced DBS Disclosure.
- Volunteers do not work unsupervised.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- There is a set procedure in place to safeguard children and adults on arrival to, and departure from, the Pre-School building (refer to our “Entry & Exit Policy”).
- We ensure that children are only collected by known parents or carers, or another responsible adult that we have been informed about. This person must know the password that is stated on the Registration Form by the parent.
- We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.

Key commitment 2: We are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in ‘What to do if you’re worried a child is being abused’ (HMG 2006).

Responding to Suspicions of Abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.
- We take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent’s drug or alcohol abuse, mental or physical illness or parent’s learning disability.
- We are aware of other factors that affect children’s vulnerability such as abuse of disabled children, fabricated or induced illness, child abuse linked to beliefs in spirit possession, sexual exploitation of children such as through internet abuse and Female Genital Mutilation that may affect or may have affected children and young people using our provision.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex multiple or organised abuse, through forced marriage or honour based violence or maybe victims of child trafficking. While this may be less likely to affect young children in our care we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- Where we believe a child in our care or known to us may be affected by any of these factors we will follow the procedure for reporting child protection concerns via the Multi Agency Safeguarding Hub (MASH) on 0300 470 9100. Alternatively, if it is felt that a child or young adult is at immediate risk, the pre-school DSL will contact our the police and phone 999.
- Where such evidence is apparent, the child’s key person makes a dated record of the details of the concern and discusses what to do with the Pre-School Designated Safeguarding Lead (DSL). The information is stored on the child’s personal file and is treated confidentially.
- We refer concerns of abuse to the Multi Agency Safeguarding Hub (MASH), and co-operate fully in any subsequent investigation. In some cases this may mean

the police or another agency identified by the Local Safeguarding Children's Board (LCSB).

- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- We use the detailed procedures when making a referral to children's social care or other appropriate agencies.
- We as a pre-school adhere to the Prevent Duty Statutory guidelines which helps identify children or parents who are at risk of radicalisation. We have a legal responsibility to report any concerns to the Surrey Safeguarding Board. A copy of The Prevent Duty is available for staff and parents who may refer to if needed.
- All staff have completed the Prevent Duty online training course to help identify if there are concerns regarding a child and parents risk to being radicalised.
- The Pre-School has a legal obligation to report suspicions of female genital mutilation (FGM). If there any concerns, these will be passed onto Children's Services via the Multi Agency Safeguarding Hub (MASH) and the police. All staff have completed training on identifying the possible signs of FGM.

Recording Suspicions of Abuse and Disclosures

- Where a child makes comments to a member of staff that gives cause for concern, observes signs or signals that gives cause for concern, such as significant changes in behaviour; deterioration in general well-being, unexplained bruising, marks or signs of possible abuse or neglect, that member of staff:
 - listens to the child, offers reassurance and gives assurance that she or he will take action;
 - does not question the child;
 - makes a written record that forms an objective record of the observation or disclosure that includes:
 - the date and time of the observation or the disclosure;
 - the exact words spoken by the child as far as possible;
 - the name of the person to whom the concern was reported, with date and time; and
 - the names of any other person present at the time.
- These records are signed and dated and kept in the child's personal file which is kept securely and confidentially.
- Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down.
- The Pre-School has a statutory requirement to report any marks or bruising on non-mobile children that access the setting. Staff will ask how the mark/bruise happened and are required to pass the information onto children's services.

Informing Parents

- Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events unless we feel this may put the child in greater danger.
- We inform parents where we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed in greater danger.

- This will usually be the case where the parent is the likely abuser. In these cases the social workers will inform parents.

Liaison with Other Agencies

- We work within the Local Safeguarding Children Board guidelines.
- We have a copy of 'What to do if you're worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and social services to work well together.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.
- If a referral is to be made to the local authority social care department, we act within the area's Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.
- We work closely with the Surrey Safeguarding Board to refer any concerns under the Prevent guidelines and work with the Channel Panel referral process

Allegations Against Staff

- We ensure that all staff and parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- An allegation against staff or volunteers should be reported immediately to the Pre-School Manager or the Designated Safeguarding Lead (DSL), without discussing it with anyone else.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to our Local Authority Designated Officer (LADO) on 0300 123 1650 to investigate. We also report any such alleged incident to Ofsted and report what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by any individual organisation, such as LADO, Ofsted and or the police.
- Where the Pre-School Manager and LADO agree it is appropriate in the circumstances, the member of staff will be suspended on full pay for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.
- If at any time it is felt that the appropriate action has not been taken or followed through appropriately, the complainant may contact Whistle Blowing (see full policy on whistle blowing pg. 47).

Disciplinary Action

- Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring Service (DBS) of relevant

information so that individuals who pose a threat to children (and vulnerable groups), can be identified and barred from working with these groups.

Key commitment 3: We are committed to promoting awareness of child abuse issues throughout our training and learning programmes for adults. We are also committed to empowering young children, through our early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training

- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- We ensure that all staff know the procedures for reporting and recording their concerns in the setting.

Planning

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others.
- Staff must inform another member of the team (about where they are going and what they are doing) if they need to attend to a child, for example, take them to the toilet or change their nappy.

Curriculum

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be *strong, resilient and listened to* and that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Confidentiality

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board.

Support to Families

- We believe in building trusting and supportive relationships with families, staff and volunteers in the group.
- We make clear to parents our role and responsibilities in relation to child protection, such as the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.

- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records policy and only if appropriate under the guidance of the Local Safeguarding Children Board.

Mobile phone and cameras in the setting

It is pre-school policy that all staff and visitors are requested to store their mobile phones, cameras or other recording equipment in a filing cabinet which will be locked during session time. Use of mobile phones is limited to staff breaks and in an area away from the children. The only time a personal mobile phone is permitted for use is in the event of an emergency within the Pre-School.

The only mobile phone that is permitted for use during a session is the Pre-School mobile phone which is used by either the Pre-School Manager or Deputy. The Pre-School mobile is used to communicate with parent enquiries or to contact the emergency services should the need arise. Please refer to the Mobile Phone and Personal Recording Equipment Policy in this handbook for detailed information.

24. Settling-In Policy

We want children to feel safe and happy in the absence of their parents, to recognise other adults as a source of authority and to share with their parents the new learning experiences they have enjoyed at our pre-school.

We believe that children cannot play or learn if they are anxious or unhappy. Our settling in procedure aims to support parents in helping children to feel comfortable in our pre-school, to benefit from the opportunities it has to offer and to feel confident that their parents will return to collect them at the end of the session. The key elements of the settling in policy are as follows:

- Before a child starts to attend our pre-school, we use a variety of ways to provide their parents with information. These include information available from our website, displays about activities available within the Pre-School and individual meetings with parents.
- During the term before a child is enrolled, we provide opportunities for the child and their parents to visit the Pre-School.
- We allocate a key person to each child and their family before they start to attend; the key person welcomes and looks after the child and parents at the child's first session and during the settling-in process.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle in.
- We make clear to families from the beginning that they will be supported in the Pre-School for as long as it takes to settle their child, by encouraging parents, where appropriate, to separate from their child for brief periods at first, gradually building up to longer absences.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when they arrive, goes to them for comfort and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.

- We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left.
- We reassure parents whose child seems to be taking a long time settling in.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from our pre-school.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left.

25. Special Educational Needs Policy

Our Pre-School aims to welcome and provide appropriate learning opportunities for all children, and to have regard to the Department for Education 'Code of Practice', (2015) in the Identification and Assessment of Special Educational Needs and Disability (SEND).

We have appointed a Special Educational Needs Co-ordinator (SENCO), who is responsible for the day-to-day operation of the SEN policy. In order to achieve these aims, we will:

- ensure that all children have the same entitlement to a broad based curriculum irrespective of their SEN and adapt activities to allow children with special needs to take part and learn as part of the wider group;
- explore all opportunities to provide extra resources to match the child's individual needs, making sure that specialist equipment is available if needed;
- regularly review with the parents and any appropriate professionals, the child's progress and the way forward, which will ensure a planned, co-ordinated approach for the provision of the child's needs;
- provide appropriate opportunities for the development of every child's self-esteem and encourage full integration into the setting, valuing and acknowledging their individuality and helping them feel good about themselves;
- have regard for the Disability Discrimination Act (DDA) requirements for making reasonable adjustments if able to our premises to make sure they are accessible;
- look at ways in which other children's awareness might be raised, for example, positive images of disability in books and toys;
- support parents/carers in obtaining help and advice from outside agencies, such as health visitors, paediatricians etc.;
- offer and make available appropriate training to all staff and make sure that staff are aware of each individual child's needs, to give consistency of care;
- encourage staff to establish relationships with other local settings to share expertise and training; and
- in conjunction with parents, our observations and record keeping will enable us to monitor the child's needs and progress on an individual basis.

When a child has been identified and before any further action is taken, there will be full and ongoing discussion with parents. Other professional agencies concerned with the child will be consulted as appropriate. The SENCO is responsible for managing this process.

Graduated Approach

Staff members will perform regular observations and record keeping in conjunction with parents, which will enable staff to monitor children's needs and progress on an individual basis. If a parent or member of staff is concerned about a child's progress they should liaise with the SENCO, who will observe the child in pre-school and offer advice to staff members and parents.

Following consultation with the parents, if it is deemed necessary, the child will be supported through an Individual Support Plan (ISP) will be devised to detail how best to support their child. The ISP will be drawn up by the SENCO and the child's key person, in consultation with the child's parent, if appropriate.

The SENCO, the child's key person and the child's parents will meet regularly to review the ISP and determine whether it continues to meet the child's needs. The child's ISP may be revised in the light of reviews held. The child will move on to Early Years Action Plus, if, following a further review:

- the child still fails to make progress;
- the parents or key person have on-going concerns about the child; and
- more information or advice is needed regarding the child.

The Early Years Action Plus involves accessing external support services, which can:

- provide more specialist assessments;
- help with advice on new ISP and targets;
- give advice on the use of new or specialist strategies or materials; and
- in some cases, provide support for particular strategies.

Special Educational Needs Co-ordinator

The Role of the Special Educational Needs Co-ordinator is:

- to liaise with staff and primary carers to ascertain which children are giving cause for concern;
- to take the lead in observation and assessment of identified children and identification of their strengths, weaknesses and consequent needs;
- to take the lead in planning future support for children with SEND, in discussion with staff;
- to liaise with outside agencies where necessary;
- to offer support and advice to staff and primary carers. This will include:
 - attendance at meetings between staff and primary carers;
 - attendance at meetings between staff and outside agencies;
 - provision of written Individual Education Plans, containing targets for the child, review date and strategies to be used; and
 - taking the lead in monitoring and reviewing the action taken.
- to maintain an up to date Register of Special Needs;
- to ensure that relevant background information about individual children with Special Educational Needs is collected, recorded and updated; and
- to keep up to date with changes in legislation and methodology regarding Special Educational Needs and to attend training as required in order to do so.

26. Tapestry Usage Policy

Stoughton Pre-School ensures that all children attending the Early Years Foundation Stage have a personal Learning Journey which records photos, observations and comments, in line with the statutory Early Years Foundation Stage curriculum, to build up a record of each child's achievements during their time with us. It will also show children's developmental progress through the different age bands of the EYFS. Tapestry is a safe and secure system and one that enables parents and carers to access their child's Learning Journey at any time. They can share it with

their child, family and friends at home and post any comments and photos of their own, helping to create a fully holistic view of the child and strengthen the parent partnership.

- Each child will have a key worker allocated to them who will be responsible for the compilation of their Learning Journey.
- Staff use secure tablets to take photographs for observations which are uploaded to the journals. Each member of staff has a secure login which is password protected.
- The tablets are kept in a locked cupboard on site when they are not in use.
- Staff access allows input of new observations and photos or amendment of existing observations and photos.
- Parent access allows input of new observations and photos or the addition of comments on existing observations and photos – parent log-ins do not have the necessary permission to edit existing material.
- Observations input into the Tapestry system are moderated by the manager before being added to the child's Learning Journey.
- Parents logging into the system are only able to see their own child's Learning Journey.
- Parents are asked to sign a consent form giving permission for their child's image to appear in other children's Learning Journeys, and to protect images of other children that may appear in any photos contained in their child's Learning Journey. If parents withhold this consent, then for the purpose of published observations their child will only ever be photographed alone and no shared observations will be made including that child.
- For parents without access to the internet, we will, on request, print all the information from Tapestry and collate it into a paper Learning Journey. This will be kept in the setting for the parent to view and will be available to take home.
- The Learning Journey is started once the child has started pre-school.
- New observational entries to a child's Learning Journey will usually be uploaded within two weeks of the observation being made.
- Observations are written in the present tense.
- We will allocate "Tapestry time" per week to each member of staff to enable them complete their observations and assessments and upload them to Tapestry whilst in the setting.
- Tapestry is not used as a general communication tool between pre-school and home. A child's learning journey is a document recording their learning and development and parents may add comments on observations or contribute photos, videos or information about activities they have been doing at home.
- When children move to another setting or primary school we will transfer the Tapestry account to the new setting, if they also use Tapestry. If they do not, we will email a PDF to the setting.
- When a child finishes their time as Stoughton Pre-School we will on request provide an electronic copy of a child's Learning Journey to parents so they have a lasting record of their child's time with us.
- The child's information, and their Learning Journey will be permanently deleted from our Tapestry account so no data on that child will remain on the system once they have left us.

Security

- The Tapestry online Learning Journey system is hosted on secure dedicated servers based in the UK.
- All data held on our Tapestry account is owned by Stoughton Pre-School; we are registered controllers of the data and are bound by the Data Protection Act. No

element of the Tapestry information we input belongs to Tapestry and Tapestry will not be able to access accounts without the Pre-Schools permission or pass on any details to any other party.

- Upon request, the Pre-School will provide parents with a copy of Tapestry's Privacy, Security and Backup Policy.
- Access to information stored on Tapestry can only be gained by unique user id and password.
- Parents can only see their own child's information and are unable to login to view other children's Learning Journeys.

27. Uncollected Child Procedure

In the event that a child is not collected by an authorised adult at the end of a session, we put into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents and carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

- Parents of children starting at pre-school are asked to provide the following specific information which is recorded on our Registration Form:
 - home address and telephone number;
 - place of work, address and telephone number (if applicable);
 - mobile telephone number (if applicable);
 - names and telephone numbers of adults who are authorised by the parents to collect their child from Pre-School;
 - who has parental responsibility for the child; and
 - information about any person who does not have legal access to the child.
- Parents must provide an emergency contact number for occasions when they are aware that they will not be at home or in their usual place of work.
- On occasions when parents or the persons normally authorised are not able to collect the child, they provide us with written details on the Registration Form of another responsible adult who will be collecting their child. We verify the identity of this person by not releasing the child to them unless they know the password that has been stated on the Registration Form by the parent.
- Parents must inform us immediately if they are not able to collect the child as planned so that we can begin to take back-up measures. We provide parents with our contact telephone number.
- We inform parents that we apply our child protection procedures in the event that their child is not collected by an authorised adult within one hour after pre-school has closed and the staff can no longer supervise the child.
- If a child is not collected at the end of a session, we follow the following steps:
 - the child's file is checked for any information about changes to the normal collection routines;
 - if no information is available, parents and carers are contacted at home, at work and on the emergency contact number;
 - if this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting are contacted;
 - all reasonable attempts are made to contact the parents or nominated carers;
 - the child does not leave the premises with anyone other than those named on the Registration Form or in their file;

- if no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the following procedures for uncollected children:
 - we contact the Surrey County Council children's social care team on 0300 2001006;
 - the child stays at the setting in the care of two members of staff, one qualified; until the child is safely collected either by the parents or by a social care worker;
 - Social Care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority; and
 - under no circumstances do staff to go to look for the parent, nor do they take the child home with them.
- A full written report of the incident is recorded in the child's file.
 - Ofsted may be informed.
 - Depending on circumstances, we reserve the right to charge parents a "Late Collection Fee" for the additional hours worked by our staff.

28. Valuing Diversity and Promoting Equality Policy

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures.

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

We understand that these factors affect the well-being of children and can impact on their learning and attainment. Our pre-school is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non stereotyping information about gender roles and diverse family structures, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues and anti-discriminatory practice, promoting equality and valuing diversity;
- challenge and eliminate discriminatory actions;
- make inclusion a thread that runs through all of the activities in the Pre-School;
- foster good relations between all communities;
- advertise our setting widely;
- reflect the diversity of our society in our promotional materials;
- provide information in clear, concise language;
- base our admissions policy on a fair system;
- ensure that all parents are made aware of our equal opportunities policy;
- we do not discriminate against a child or their family, or prevent entry to our setting on the basis of a protected characteristic as defined by the Equalities Act 2010. These protected characteristics are: Disability, race, gene reassignment,

religion or belief, sex, sexual orientation, age, pregnancy and maternity and marriage and civil partnership;

- we do not discriminate against a child with a disability and will endeavour to ensure that any disability is supported to the best of our ability;
- we develop an action plan to ensure that people with a disability can participate successfully in the services we offer;
- we ensure wherever possible that we have a balanced intake of boys and girls;
- we take action against staff or parents who discriminate either by:
 - direct discrimination: someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;
 - indirect discrimination: someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
 - association: discriminating against someone who is associated with a person with a protected characteristic; and
 - perception: discrimination on the basis that it is thought someone has a protected characteristic e.g. assuming someone is gay because of their mannerism or how they speak.
- displaying of openly discriminatory and possibly offensive materials, name calling, threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

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

Training

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

Curriculum

The Early Years Foundation Stage curriculum offered in our pre-school encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Environment

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

- making children feel valued and good about themselves and others;
- ensuring that children have equality of access to learning;
- undertaking an access audit to establish if the setting is accessible to all children;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities;
- positively reflecting the widest range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in visual materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Valuing Diversity in Families

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

Food

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

29. Whistle Blowing Policy

Whistle blowing is raising a concern about malpractice within an organisation. Stoughton Pre-School is committed to delivering a high quality Pre-School service, promoting accountability and maintaining public confidence. This policy provides

individuals in the workplace with protection from victimisation or punishment when they raise a genuine concern about misconduct or malpractice in the setting.

The policy is underpinned by the Public Interest Disclosure Act 1998, which encourages people to raise concerns about misconduct or malpractice in the workplace, in order to promote good governance and accountability in the public interest. The Act covers behaviour, which amounts to:

- a criminal offence;
- failure to comply with any legal obligation;
- a miscarriage of justice;
- danger to health and safety of an individual and/or environment; and
- deliberate concealment of information about any of the above.

It is not intended that this policy be a substitute for, or an alternative to, the settings formal complaints procedure. It is designed to nurture a culture of openness and transparency within the setting, which makes it safe and acceptable for employees and volunteers to raise, in good faith, a concern they may have about misconduct or malpractice. Stoughton Pre-School strongly supports measures which protect whistle-blowers from any form of victimisation.

Procedure

- An employee or volunteer who, acting in good faith, wishes to raise such a concern should normally report the matter to the Pre-School Manager who will advise the employee or volunteer of the action that will be taken in response to the concerns expressed.
- Concerns may be raised verbally or in writing. Staff who wish to make a written report are advised to set out the background and history of the concern, giving names, dates and places, where possible.
- Although a member of staff/parent is not expected to prove beyond doubt the truth of the allegation, they will need to demonstrate that they have an honest and reasonable suspicion that malpractice has occurred, is occurring or is likely to.
- The Pre-School will respond to any concerns raised as quickly as possible. In order to protect a member of staff who raises a concern and those accused of wrong doing, initial enquiries will be made to decide whether an investigation is appropriate and, if so, what form it should take.
- Concerns or allegations which fall within the scope of specific procedures (i.e. conduct or discrimination issues) will normally be referred for consideration under those procedures. Some concerns may be resolved by agreed action without the need for investigation.
- Staff/parents will be told how the Pre-School proposes to deal with a concern within ten working days of the concern being raised.
- If an employee or volunteer feels the matter cannot be discussed with the Pre-School Manager, he or she should contact our Early Years Advisor on 01372 833922 or Ofsted on 0300 1233155 or whistleblowing@ofsted.gov.uk for advice on what steps to follow.
- Confidentiality will be maintained wherever possible and the employee or volunteer will not suffer any personal detriment as a result of raising any genuine concern about misconduct or malpractice within the setting.
- If a member of staff makes an allegation in good faith, but it is not confirmed by the investigation, no action will be taken against him or her. If, however, a member of staff makes an allegation frivolously, maliciously or for personal gain, disciplinary action may be taken against them.