

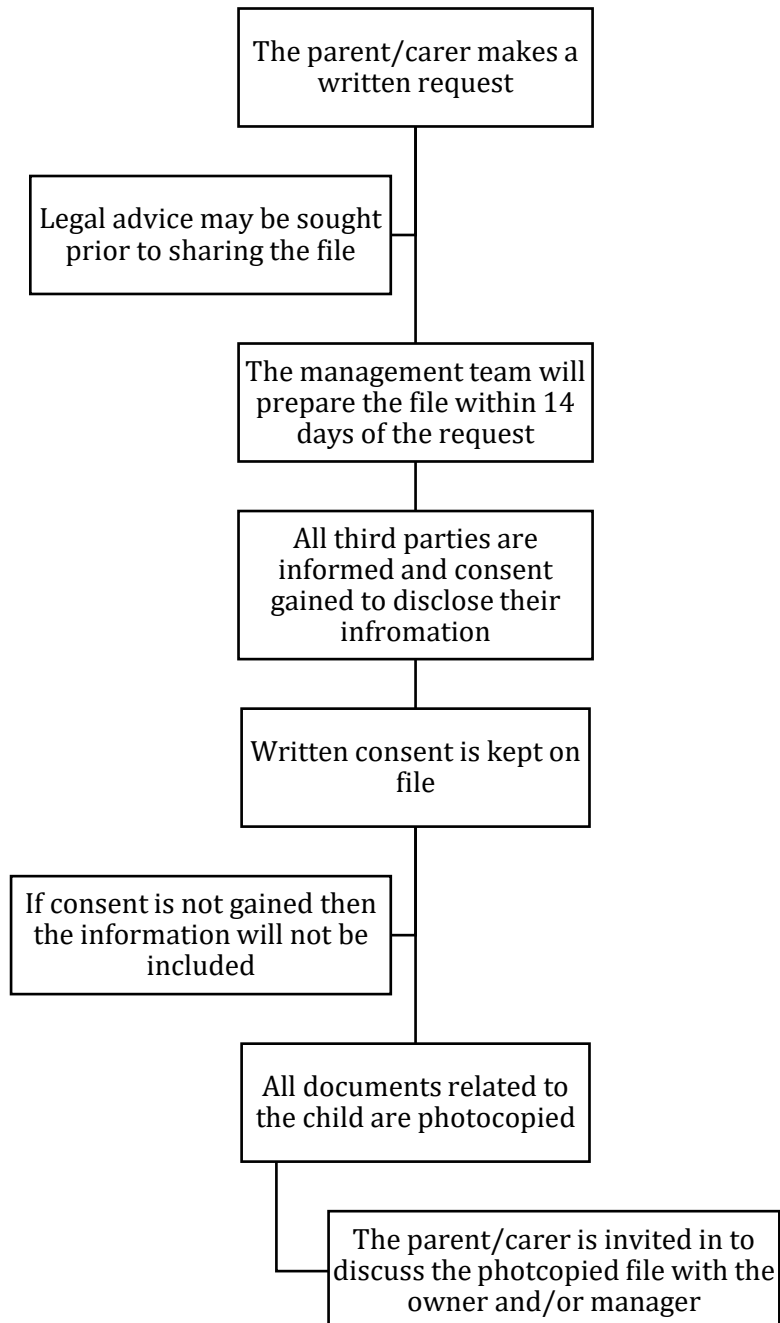


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## Access to Records

Dinton Pre-School only keeps necessary records to care for the child and support their learning. Parents can discuss their child's learning and development with staff at any time and the owner and manager are always available to discuss any concerns. If parents wish to see their child's full record the process below is used.



## **Accidents and Incidents**

Child protection and behavioural matters between children are not regarded as “incidents”. See the appropriate policy for more information.

We meet our legal requirements for the safety of our employees and children by following the Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR) for the reporting of accidents, incidents and injuries.

### **Preparing for an accident or incident**

- By each telephone there is a list of local numbers which may be needed in case of an incident, including local emergency services
- Our accident files and children's contact details are kept in relevant rooms and are easily accessible by all staff members
- Our incident book is kept securely in the office and is accessible to the owner and manager
  - We record serious incidents involving staff and children, as decided by the owner/manager
- On starting at the setting all parents are asked to sign a permission form allowing staff to take their child to the local accident and emergency department

### **When and accident/incident occurs**

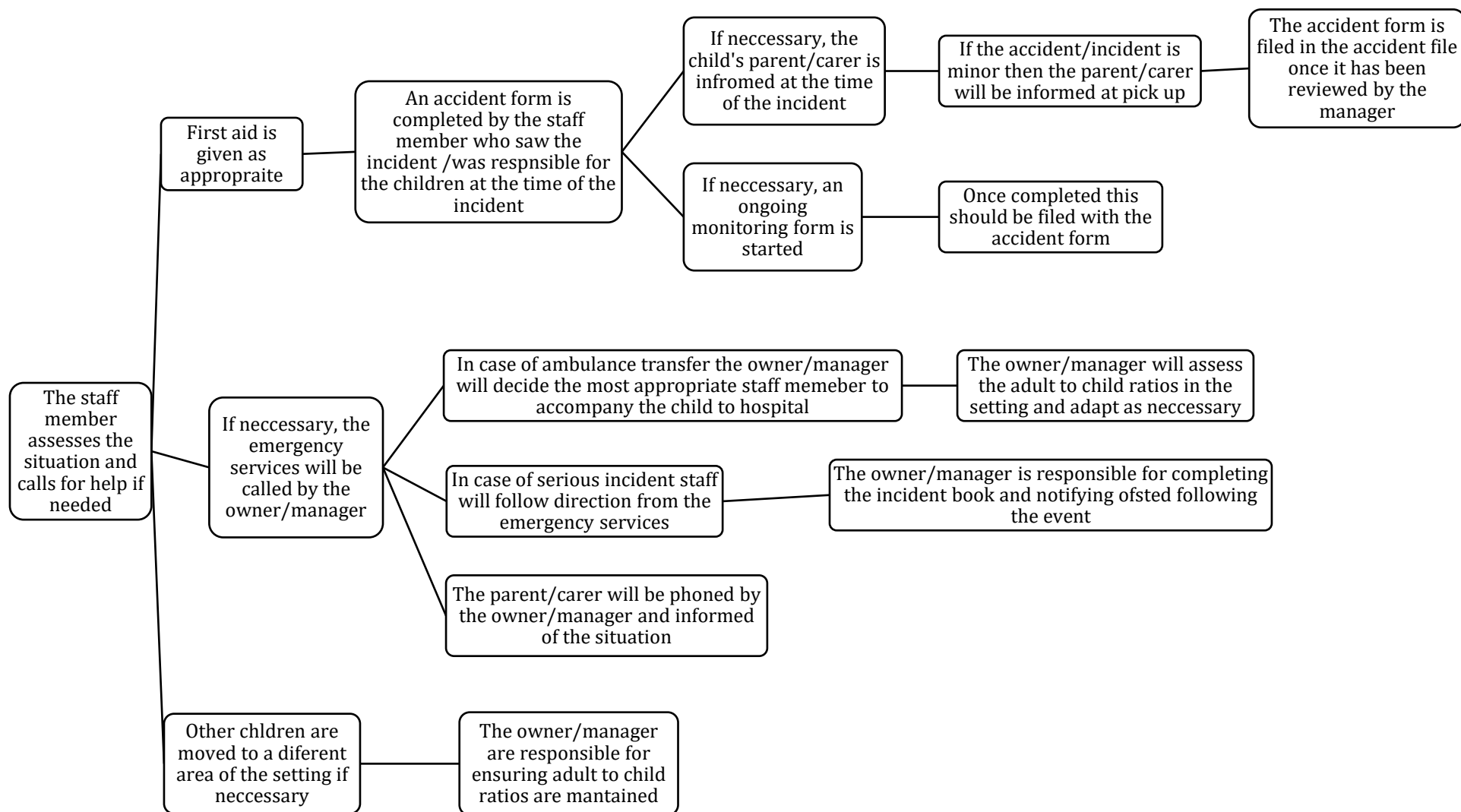
- Staff will use the flowchart on page 2 when dealing with an incident

### **Following an accident/incident**

- If deemed necessary by the owner/manager, a staff meeting will be held to discuss the accident/incident to develop learning points
- Staff are always welcome to seek support from the owner/manager following such events
- Ofsted is notified of any injury that occurs at Dinton Pre-School which requires treatment by a doctor, or the death of any individual which occurs on Dinton Pre-School property
- As required under the Education Inspection Framework, the manager maintains a summary of all accidents, incidents, poor behaviour, discrimination and complaints.

### **First Aid**

- The first aid box is located in the kitchen and is kept out of reach of children
  - Each classroom has a mini first aid kit
- The owner is responsible for ensuring the first aid kits are in date and suitable for the setting
- All staff who work with the children are paediatric first aid trained
- The staff board shows parents which staff members have up to date training
- A Medical Information Sheet is displayed in the kitchen and each room, and a copy is given to all staff so that they are aware of medical issues and allergies
- If the staff member does not feel comfortable s/he should ask for help from the owner or manager
- Staff members should always wear Personal Protective Equipment when administering first aid



## Admissions

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

- We advertise our service widely in the local community.
- We reflect the diversity of our society in our publicity and promotional materials.
- We ensure that information about our pre-school is accessible - in written and spoken form - and, where appropriate and if necessary, in different languages.
- Where necessary, we will try to provide information in Braille, or through signing or an interpreter.
- We 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 colour, ethnicity, religion or social background, such as being a member of a travelling community or an asylum seeker.
  - We monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.
  - We develop an action plan to ensure that people with disabilities can participate successfully in the service offered by the setting and in the curriculum offered.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We describe our pre-school and its practices in terms which make it clear that it welcomes fathers and mothers, other relations and carers, including childminders.
- We describe our pre-school and its practices in terms of how it treats individuals, regardless of their gender, special educational needs, disabilities, background, religion, ethnicity or competency in spoken English.
- We describe our pre-school and its practices in terms of how it enables children with disabilities to take part in the life of the pre-school.
- We have a robust Valuing Diversity and Promoting Inclusion and Equality Policy which staff promote to potential new children and their families.
- We are flexible about attendance patterns to accommodate the needs of individual children and families.

## Allergy

### Procedures for children with allergies

- When children start at the setting any known allergies/intolerances are recorded on the registration form and cascaded to all staff.
- Known allergies are copied onto the Medical Information Sheet and given to all staff, copies are also in each room.
  - If a child has a serious allergy a record sheet will be visible in the kitchen stating; the allergen, the nature of allergic reactions (such as rash or anaphylactic shock); what to do in the case of allergic reaction and any medication to be used.
  - A health care plan will be completed with the parents.
- Specialist training/advice is given to staff in the administration of special medication in the event of an allergic reaction if a child is diagnosed with a serious allergic reaction.
  - At all times the administration of medication must be compliant with the Welfare Requirements of The Early Years Foundation Stage and follow procedures based on advice given in Managing Medicines in Schools and Early Years Settings (DfES 2005)
- Care is taken when cooking for children who have allergies to avoid any ingredients that may cause a reaction.

### Nut allergies

- In the event of a parent having concerns about their child and a possible allergy the parent would be referred to their Doctor or Health Visitor immediately.
- Parents are advised that up to date information can be found on the internet (we suggest NHS choices or Allergy UK) or from their GP surgery.
- As a school we do not provide nut products for the children at snack time or as ingredients for any baking that we do with the children.
- Children bring their own lunchboxes and, in line with the Early Years Foundation Stage, we work in conjunction with parents to ensure these are safe and healthy.

### Dinton Pre-School has a two-tier policy surround nuts/nut products:

#### Part A

- Parents are asked to not include whole nuts in their children's lunchboxes.
- Current recommendations are that under 5s should not be given whole nuts as they pose a choking hazard.
  - Families with a history of asthma or eczema are also advised to not introduce nuts into their child's diet under the age of 3.
- While there are no children at the school with a known or diagnosed nut or peanut allergy children will still be allowed products containing nuts in their lunchboxes such as yoghurts, cakes & biscuits or peanut butter sandwiches.

#### Part B

- In the event of a child being diagnosed with a nut or peanut allergy there will be an immediate and total ban, without exception, of all nut products within the school.
  - This would include monitoring bird and pet foods used in the setting.

## **Animal Health and Safety**

### **Animals in the setting as pets**

- We carry out a risk assessment accounting for any hygiene or safety risks posed
- We provide suitable housing for the animal or creature and ensure this is cleaned out regularly by the owner and is kept safely.
  - Suitable Personal protective Equipment (PPE) is used when cleaning out animals
- We ensure the correct food is offered at the right times.
- The owner lives on site, therefore ensuring the health of all pets during holiday times.
- We take out appropriate pet care health advice.
- Pets are not allowed near food preparation surfaces, near food or near kitchen equipment, if animals are placed on tables, the tables are appropriately cleaned afterward.
- Children are taught correct handling and care of the animal or creature and are supervised.
- Children and staff wash their hands and/or use hand sanitizer after handling the animal or creature and do not have contact with animal waste or soiled bedding.
- The guinea pigs, chickens and fish are all owned by Alison Hope-Jones and are her responsibility at all times.

### **Animals visiting the setting**

- If animals or creatures are brought in by visitors to show the children, they are the responsibility of the owner of the animals.
- The school carries out a risk assessment prior to the visit, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.
- Adult: ratios will be increased as necessary to ensure the safety of the animals and the children in the setting.
  - The setting manager or owner will be present, out of ratio to provide support.

### **Visits to farms**

- Before a visit to a farm a risk assessment is carried out by the manager - this may take account of safety factors listed in the farm's own risk assessment.
- We explain to the children that they will not be allowed to eat or drink anything or place their hands in their mouths, while visiting the farm because of the risk of infection and explain why.
- We check that the farm has suitable washing facilities, appropriately signposted, with running water, soap and disposable towels or hot air hand dryers. Any portable water taps should be appropriately designed in a suitable area
- After contact with animals and particularly before eating and drinking, we will ensure all children, staff and volunteers wash and dry their hands thoroughly.
  - Hand washing will be supervised. We will always explain why the children need to do this
- Meals, breaks or snacks will be taken well away from the areas where animals are kept and children will be warned not to eat anything which has fallen on the ground.
- Outdoor footwear and clothing worn to visit farms are cleaned of mud and debris and should not be worn indoors.

With regard to the Health and Safety at Work Act 1974 (and all legislation made under it) the Wiltshire Council Environmental Health Officer has reviewed our risk assessment and control of infectious diseases from animals and considers them "sufficient for the size and nature of the activities on our premises."



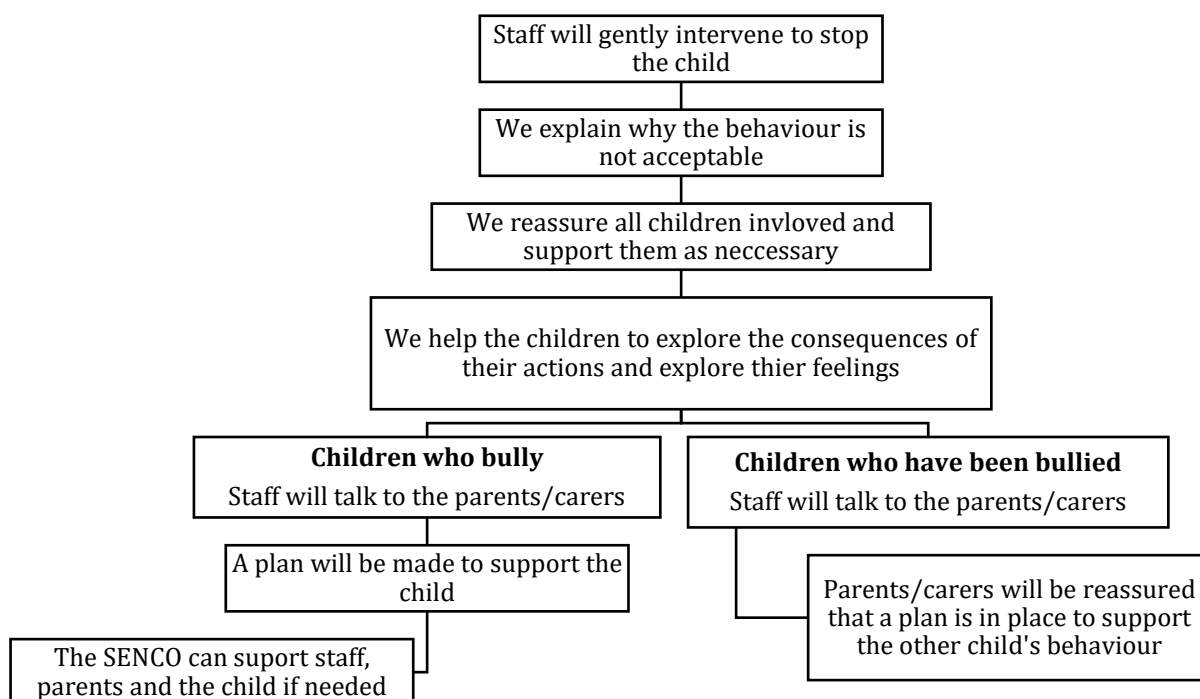
## Anti-Bullying

Bullying involves the persistent physical, verbal or psychological abuse of another individual. It is characterised by the intent to hurt and accompanied by an awareness of the impact of the behaviour. Bullying behaviour usually occurs in children over 5, but all staff are aware that this behaviour may occur in the older children at Dinton Pre-School.

We are aware that bullying may occur for many different reasons, such as; race, religion, sex, gender, sexual orientation (homophobic, transphobic and biphobic bullying) and economic factors.

See the Staff Behaviour Policy for information on how we manage bullying behaviour in our staff.

The process below will be followed in the event of a child exhibiting bullying behaviours persistently:



## Cyber-bullying

Dinton Pre-School has an E-Safety policy. Staff are also reminded of the need to protect themselves, and their families, from the potential threat of cyber-bullying.

Children do not currently have access to the internet when at Dinton Pre-School, if this changes, the policy will be updated accordingly.

## Child Friendly

Dinton Pre-School has a child friendly, visual policy which is used when talking to the children in the setting and is visible in the classrooms.

## Children's Attendance

Dinton Pre-School has a duty to monitor each child's attendance. It is not a legal requirement for children to attend a setting, but all children who attend the setting are under our care. Therefore, we have a duty to safeguard them.

The Designated Safeguarding lead (DSL) reviews attendance weekly to look for patterns and unusual absences.

## Parent Education

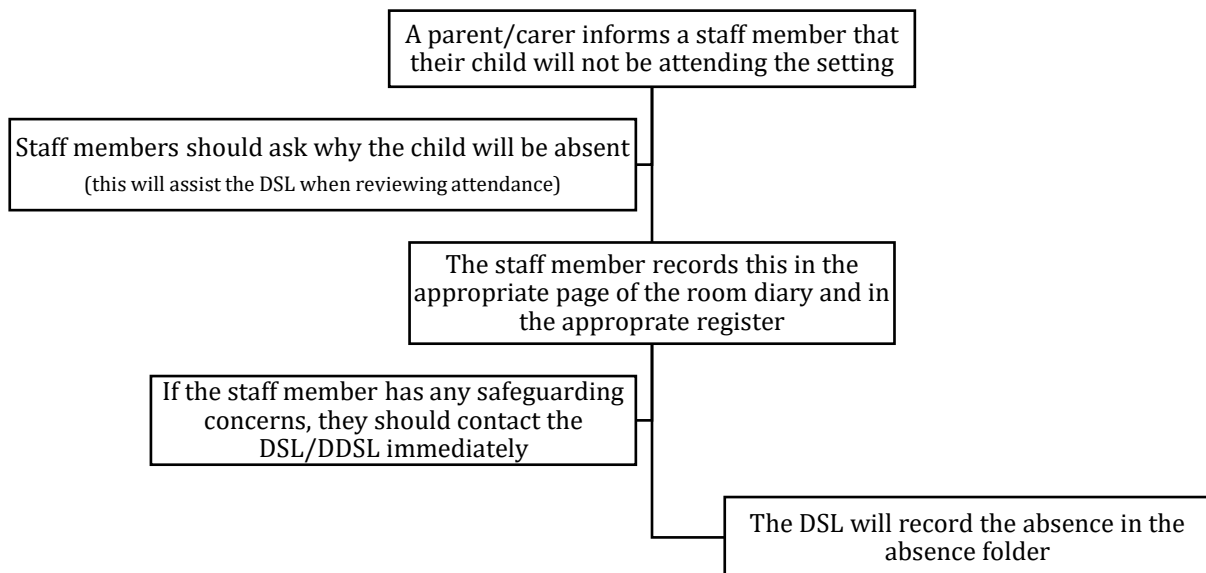
- All parents/carers are asked to notify Dinton Pre-School if their child will not be attending, this can be done via phone, email or telling any member of staff

## Fees and Funding

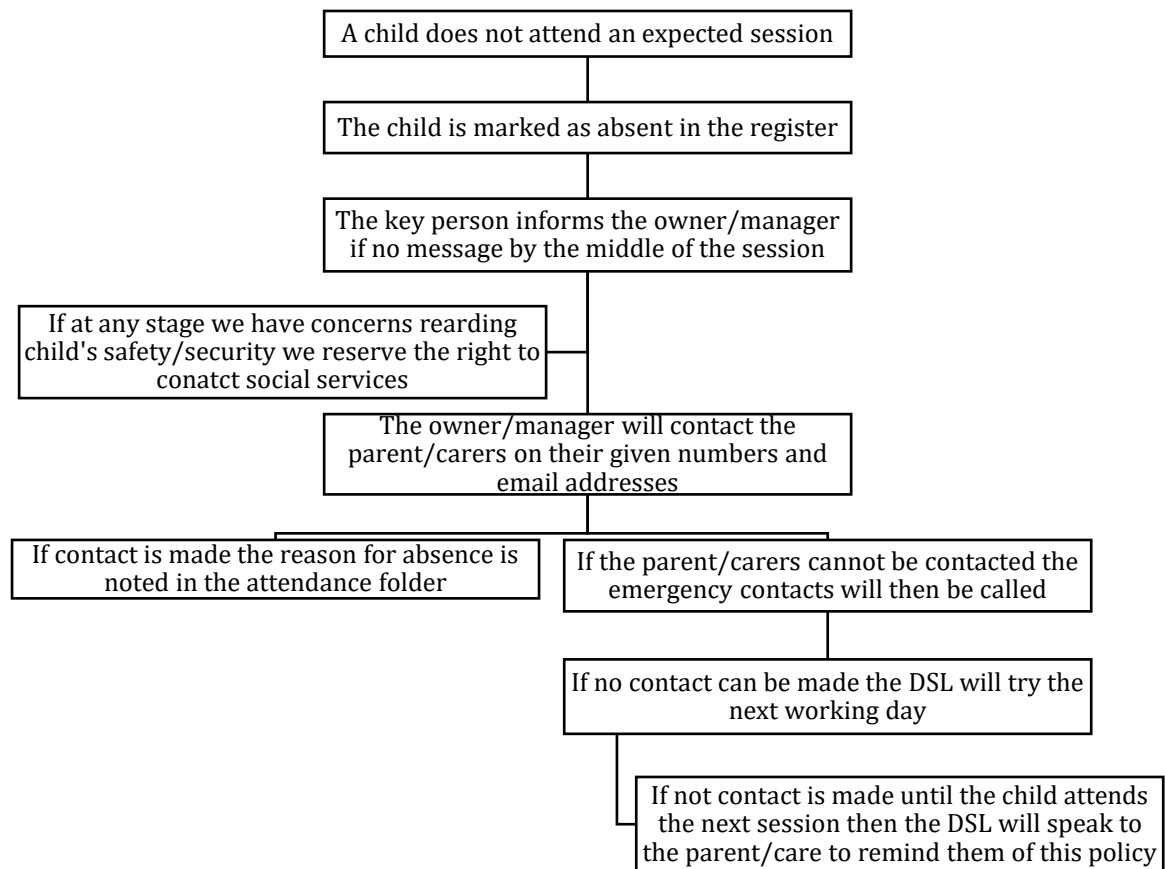
- Fees remain payable during periods of absence
- Wiltshire Council must be notified where children in receipt of Early Years Free Entitlement are absent for more than two weeks in a term

The following flow charts will be used when a child does not attend the setting.

## Expected Absence



## Unexpected Absence



## **Bereavement**

At Dinton Pre-School we recognise that children and their families may experience grief and loss of close family members or friends or their family pets whilst with us in the pre-school. We understand that this is not only a difficult time for families but it may also be a confusing time for young children, especially if they have little or no understanding of why their parents are upset and why this person/pet is no longer around.

We aim to support both the child and their family and will adapt the following procedure to suit their individual needs and family preferences:

- We ask that if there is a loss of a family member or close friend that the parents inform a staff member as soon as they feel able to.
  - This will enable us to support both the child and the family wherever we can and helps us to understand any potential changes in behaviour of a child who may be grieving themselves.
- The key person and/or the manager will talk with the family to ascertain what support is needed or wanted from the pre-school.
  - This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation.
- The child may need extra support or one-to-one care during this difficult time. We will adapt our staffing arrangements so the child is fully supported by the most appropriate member of staff on duty, where possible, the child's key person.
- We will be as flexible as possible to adapt the sessions the child and family may need during this time.

We will adapt the above procedure as appropriate when a family pet dies to help the child to understand their loss and support their emotions through this time.

We also recognise that there may also be occasions when a member of staff is affected by bereavement. Below are some agencies that may be able to offer further support and counselling if this occurs.

**The Samaritans:** [www.samaritans.co.uk](http://www.samaritans.co.uk) 08457 909090

**Priory:** [www.priorygroup.com](http://www.priorygroup.com) 08452 PRIORY (08452 774679)

**Child Bereavement UK:** [www.childbereavementuk.org](http://www.childbereavementuk.org)

**Cruse Bereavement Care:** [www.crusebereavementcare.org.uk](http://www.crusebereavementcare.org.uk) 0844 477 9400  
[helpline@cruse.org.uk](mailto:helpline@cruse.org.uk)

**British Association of Counselling:** [www.bacp.co.uk](http://www.bacp.co.uk) 01788 578328

**SANDS:** [www.uk-sands.org](http://www.uk-sands.org)

## Children's Rights and Entitlements

We promote children's right to be *strong, resilient and listened to* by encouraging children to develop a sense of autonomy, independence and self-confidence. We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults (including pre-school staff). We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children. At Dinton Pre-School we promote these rights by creating an environment which encourages children to develop a positive self-image.

To be strong means to be:

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

To be resilient means to:

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

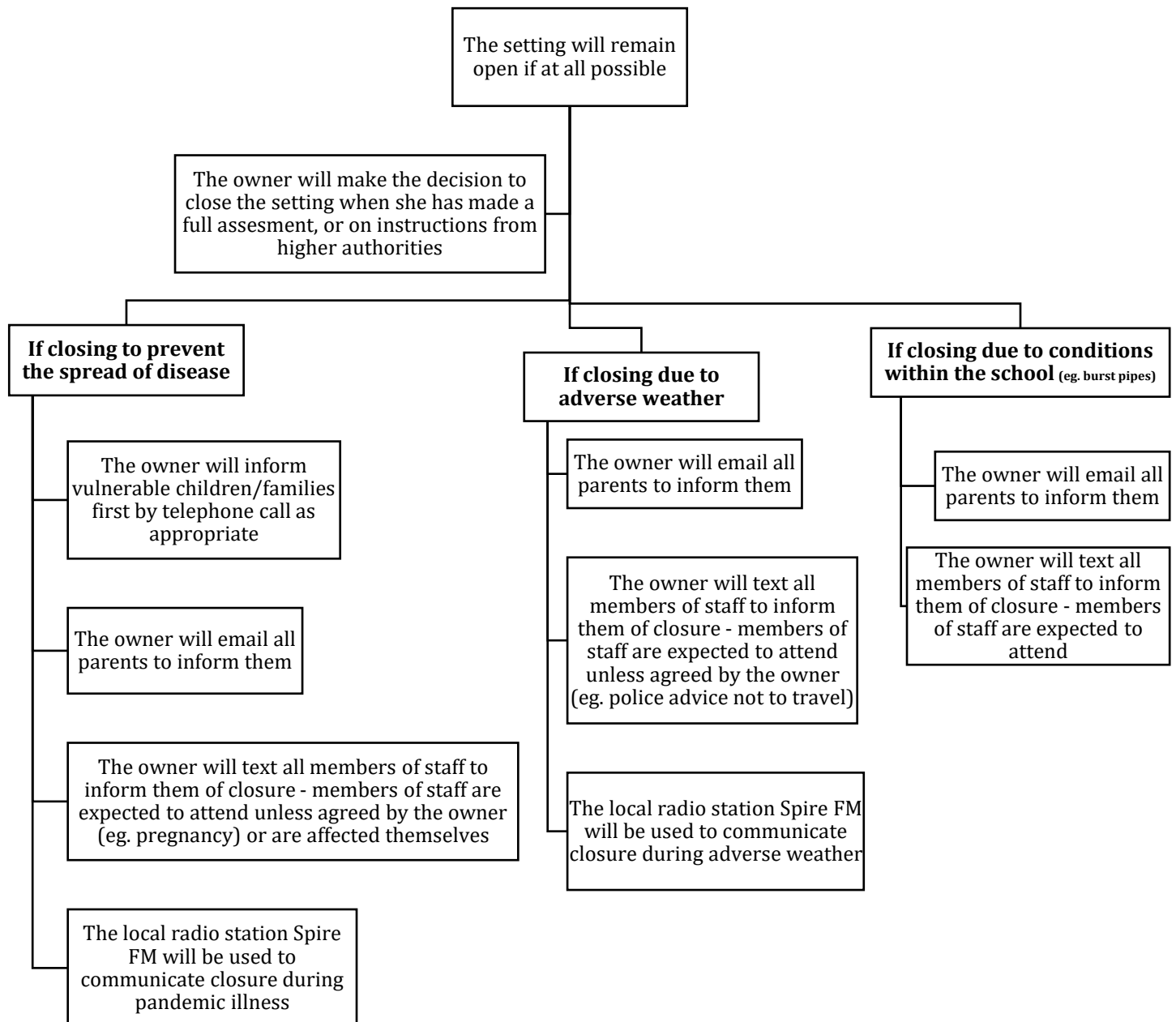
To be listened to means:

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

## Children's Safety and Security

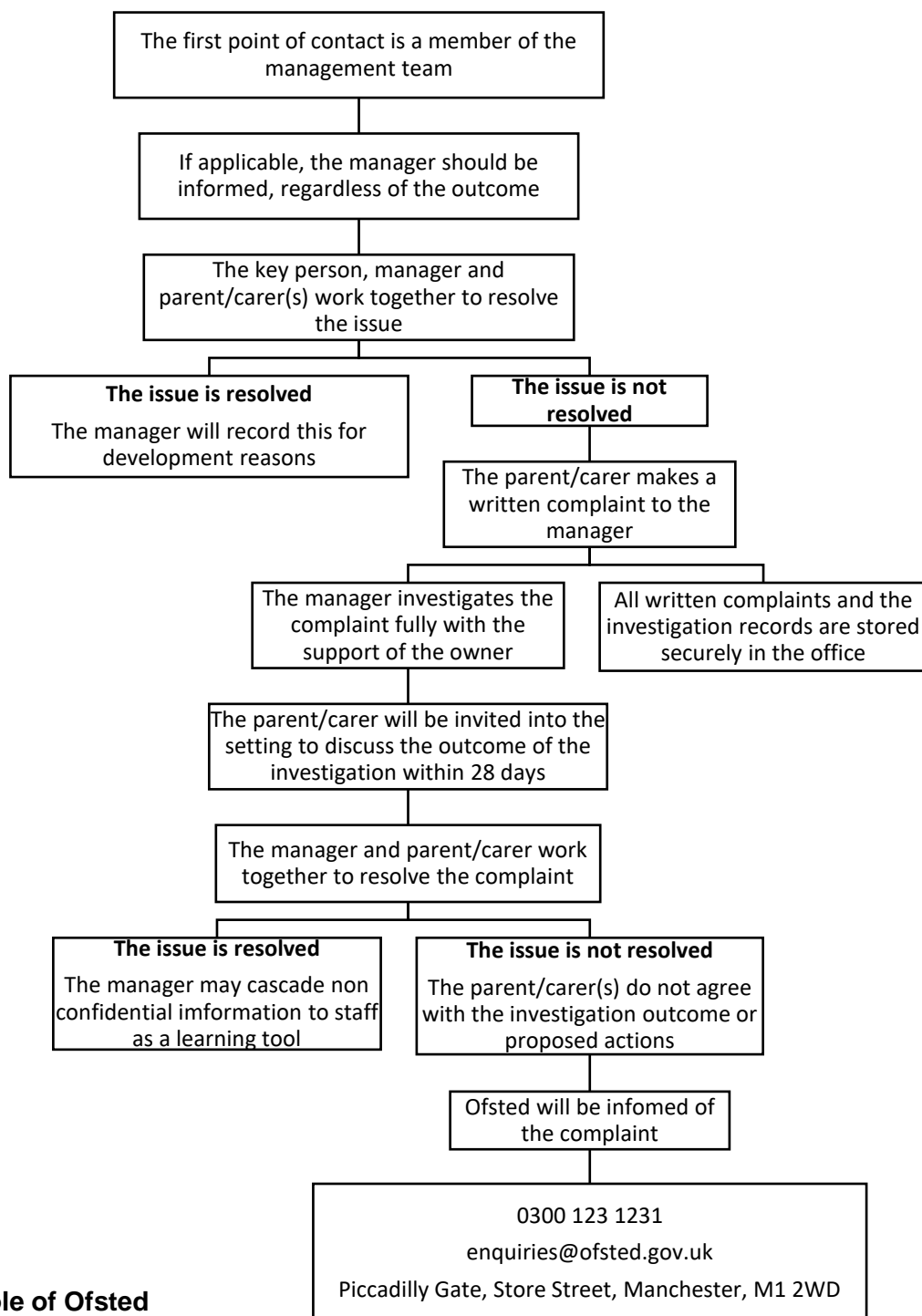
- We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the Data Barring Service prior to starting employment.
- All children are supervised by adults at all times.
  - Minimum ratios while on site are as below
    - Over 3s 1:8
    - Under 3s 1:4
    - Under 2s 1:3
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessments daily to ensure children are not made vulnerable within any part of our premises, nor by any activity.
  - Risk assessments are continually completed by staff throughout the day to maintain safety standards.
- Systems are in place for the safe arrival and departure of children.
  - A password system can be implemented if needed – this is documented on the registration form.
- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
  - A visitor's book is used by staff to record this information.
- Our systems prevent unauthorised access to our premises.
- We have a security alarm present in the school buildings. The manager also lives on site which adds to security.
- We have a security system to add another layer of security to the setting.
- All the outer doors have keypad locks or can be locked to prevent opening from the outside to prevent unauthorised access.
- When staff are in the outdoor areas they carry walkie talkies so that they can call for help if necessary. A walkie talkie is always kept in the office so management staff can be contacted quickly if needed.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during sessions.
- Panic alarms can be found in the office, and in the conservatory if staff feel that they or the children are in immediate danger or require emergency support.
- All staff are aware of the safe word which can be used if they feel unsafe or wish to alert other staff members to a potential situation.

## Closure



## Complaints

### How to make a complaint



### The role of Ofsted

- Parents may approach Ofsted directly at any stage of the complaints procedure.
- Where there seems to be a possible breach of the setting's registration requirement, it is essential to involve Ofsted.
- These details are displayed for the parents to see.
- In these cases, both the parent and the setting are informed and the setting manager works with Ofsted to ensure a proper investigation of the complaint, followed by appropriate action.



## Confidentiality

Confidential information is information that is not normally in the public domain or readily available from another source, it should have a degree of sensitivity and value and be subject to a duty of confidence.’ (Information Sharing: Guidance for Practitioners and Managers (DCSF 2008))

- Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has ‘confided’ in.
- Confidential records are stored in a locked filing cabinet or on the office computer which is password protected.
- Parents have ready access to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs.
- Staff induction includes an awareness of the importance of confidentiality in the role of the key person and as part of the Pre-School staff.
- Staff, volunteers and students are aware that Pre-School information is confidential and only for use within the setting and to support the child's best interests with parental permission.
- We ensure staff, students and volunteers are aware of and follow our E-Safety policy in relation to confidentiality
- Ensuring issues concerning the employment of staff remain confidential to the people directly involved with making personnel decisions
- Any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a "need-to-know" basis.
- We inform parents when we need to record confidential information beyond the general personal information – for example with regard to any injuries, concerns or changes in relation to the child or the family.
- Personal information about children, families and staff is kept securely, whilst remaining as accessible as possible to necessary staff.

**E-Safety Policy (Including acceptable use policy)****Office computers**

- All computers are password protected and have inactivity screensavers which require a password to be entered.
- It is the responsibility of the owner to ensure that the virus protection software installed is kept up to date.
- Only the management team are to access the school email account.
- Emails written to external organisations should be written carefully and confidentially.
- All office equipment is covered by the pre-school insurance

**School laptops and computer**

- Owl class computer is accessed by children and is not connected to the internet.
  - Use of the computer by children is monitored.
- The computers and laptop are the responsibility of the owner.
- It is the responsibility of the owner to ensure that virus protection software installed is kept up to date.
- The school laptop will not be taken off the pre-school premises.
- Personal laptops/computers should not be used for viewing confidential information.
- No sensitive information relating to staff, children or parents is held on the Owl class computer or laptop.
- When in the setting and not being used, the laptop is switched off and kept secure.
- Practitioners may not load software onto any computer or laptop in the setting.
- Personal USB memory sticks are not to be used.
- School USB memory sticks are to be stored in the box in the manger's desk or owner's desk immediately after use.
  - USB sticks should not be stored in any other rooms.
  - USB memory sticks are not to be taken off the premises.
- Practitioners should not attempt to significantly alter the computer or laptop settings without prior authorisation of the setting manager.
- The laptops are covered by the pre-school insurance.

**Staff use of internet**

- There will be no personal use of the internet during the working day without the prior authorisation of the setting manager.
- Mobile phones and SMART watch phones are not permitted for use in the setting.
- Staff will act on-line, at all times, as they would off-line in accordance with the pre-school code of conduct.
- Staff will not access sites that have been banned by Wiltshire County Council, Ofsted or after the advice of the Police or other professional body.
- Staff are aware that they may be committing a criminal offence by accessing Internet sites that contain illegal material.
- Staff will report unpleasant material or messages relating to the pre-school that they receive.
- If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.

**Social Media**

- Staff should ensure that they adopt suitably high security settings on any personal profiles they may have.
- Staff are aware that whilst at home and accessing social networking sites they must remain professional at all times and not make any reference to the pre-school, staff, children or parents.

- Staff must not post anything on to social networking sites, such as Facebook, blogs or online dating sites that could be construed to have any impact on the setting's reputation or relate to the pre-school or any children attending the pre-school in any way.
- Staff must not post anything on to social networking sites that could offend any other member of staff or parent using the pre-school.
- Staff must consider the long-term implications of any content published by them online, including videos and photographs specifically how it might ever have an adverse effect:
  - on their reputation as an individual working in an education setting
  - their ability to maintain good professional boundaries with parents and with children
  - on the reputation of the pre-school.
- Staff must use their professional judgement when requesting or accepting any social contact (including through social media). This means that they must:
  - not accept any request from parents for contact via any social media platform.
  - make a judgement about whether to maintain the connection in any cases where contacts were made before the child started at the setting.
  - Staff should discuss any decision to maintain such contact with the manager.

### **Mobile phones**

- Dinton Pre-School operates a no mobile phone policy.
- All staff mobile phones are to be turned off during school times and stored in a locked safe.
- There will be no personal use of mobile phones during the working day without the prior authorisation of the setting manager.
  - The school phone number should be provided as an emergency contact during school hours.
- The manager reserves the right to check the text and call logs, emails and image contents of a staff member's mobile phone if there should be cause for concern over the use of it.
- The walkie-talkies are available and should be used when using the wider pre-school grounds rather than the mobile phone.
- The owner, manager and deputy may take their personal phones on outings. They are only for emergency use.
  - No other staff members will have access to phones during outings.

### **Cameras and photographs**

- Only the pre-school cameras are to be used within the pre-school (unless during whole school activities, outings or visits and with the express agreement of all parents/carers).
- Photographs should never be taken on mobile phones or tablet devices.
- Written permission is gained from parents/carers on entry to the pre-school and prior to any photographs being taken of their child.
- Images should be deemed suitable without putting children in compromising positions which may cause embarrassment or distress.
- The cameras should never be taken into the toilets or areas where children are changing.
- Photographs are downloaded onto the office computer only and printed immediately. Once printed the files are deleted from the computer by the manager.
- Photographs are then stored in the children's learning journals which are kept securely.
- If photographs are to be used on the website, parents/carers will be asked for permission. Special permission will be asked if photographs showing a child's face will be used.

### **Cyber bullying**

- The manager/deputy will support any staff member/student/volunteer who is the victim of cyber bullying.
- Staff will report any incidents of cyber bullying that they observe.
- Any staff member who is found to be a cyber bully will be disciplined as appropriate.

### **The Prevent Duty**

- We are aware that there is a risk that young people may become radicalised through the internet as extremist organisations use online media to spread their message. This can include videos and images and being approached in chat rooms as well as written word.
- The children in our setting do not have access to the internet on any school device.
- Children are monitored at all times when using the computers.
- Children are taught briefly about being safe online in a way which is appropriate.
- Parents are passed information about how to keep children safe online.
- We endeavour to prevent radicalisation by building on children's resilience by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.
- We are aware that children may use the internet at home and view inappropriate material.
  - Throughout the curriculum and the pre-school day we promote British Values and allow children to explore different viewpoints.

## Fire Safety and Emergency Evacuation

- The basis of fire safety is risk assessment. Risk assessments are carried out by the owner and the manager.
- The owner has received training in fire safety sufficient to be competent to carry out risk assessment.
- Fire exits are clearly marked, never obstructed and easily opened from the inside
- Fire exit signs are the green “running man” and are in place and clearly visible.
- Fire evacuation notices are in every room; these are displayed in print large enough to read from a short distance. They say where the assembly point is.
- Smoke detectors/alarms and the firefighting appliances conform to BSEN standards, are fitted in appropriate high-risk areas of the building and are checked as specified by the manufacturer.
- All fire safety equipment is checked annually by a fire safety company and have monthly checks by the owner.
- All electrical equipment is checked by a qualified electrician annually.
- Any faulty electrical equipment is taken out of use.
- Sockets are covered (The Electrical Safety Council states that in the UK “13 amp socket –outlets have built in safety shutters to prevent access to the live parts inside” and that “there is no significant risk to children”. However, socket covers are used to remove a child’s interest in the socket holes and to provide additional assurance)
  - Broken socket covers will be removed immediately by the owner.
- Water and electrical items do not come into contact and staff do not touch electrical items with wet hands.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are clearly displayed on the premises, explained to new members of staff, volunteers and parents and practised regularly, at least once a term.
- Records are kept of fire drills and the servicing of fire safety equipment
  - The fire drill record book must record the date and time of the drill, how long it took, whether there were problems that delayed evacuation and any further action taken to improve the drill procedure.
- Where necessary we seek the advice of a competent person such as a Fire Safety Consultant.

### Our evacuation procedure for practice drills includes:

- Familiarising children with the sound of the fire alarm
- Children, staff and parents knowing where the fire exits are
- Leading the children from the building to the assembly point
- Taking the register, mobile phones, registration forms, first aid kit, medical bags/ equipment and the school telephone out and then calling the register
- In line with current first aid guidance taking a small, basic first aid kit
- Monitoring how long it takes to get the children out safely
- Deciding who calls the emergency services and when in the event of a real fire
- Contacting parents

In the case of a major incident at Dinton Pre-School we have a designated evacuation point to lead the children. Our designated place is the national Trust Dinton Park. All children in the setting will be taken here in the event of a serious incident. Once evacuation is complete parents will be contacted.

### **Procedure to be followed in the event of a fire/evacuation**

In this building the alarm is in the form of a bell, which is located in the Hedgehog Room by the fire extinguishers. All the exit doors in all classrooms are fire exits.

The designated area to gather together following evacuation is Playground 2, behind the wooden climbing frame. In the event of a major incident we will evacuate to the Nadder Valley Nursery barns

The alarm will be raised by whoever finds the fire/need to evacuate. The owner/manager are responsible for phoning the emergency services and informing parent/carer(s)

Keep calm

Any staff member close to the registers and registration forms should collect them

Any staff member close to the first aid kit and defibrillator should collect these and take them

Any staff member close to the conservatory should take the visitor book

A member of staff in the hedgehog class should open the phone safe and take the mobile phones

A staff member in the office should take the external hard drive

Do not collect any personal belongings

Gather the children together and keep calm

The owner will check the toilets before leaving the building

Once outside the registers will be called. Any problems should be directed to the owner or manager

All staff and children will stay outside until the owner has declared the “all clear” or emergency service personnel have deemed it safe

## Food, Drink and Healthy Eating

- Before a child starts to attend the pre-school, we find out from parents their children's dietary needs, including any allergies, intolerances or medical requirements and this is recorded on the registration form.
  - The manager will ask for more information is necessary, for example religious beliefs
  - The information is then displayed in the kitchen for all staff
- We regularly consult with parents to ensure that our records are up-to-date.
- We display current information about individual children's dietary needs in the kitchen, and each staff member has a personal copy, so that all staff and volunteers are fully informed about them. If a child has a severe allergy or reaction to food this is separately cascaded to all staff.
- When undertaking cooking activities staff record all ingredients used in the Cooking and Allergy Monitoring file and check the medical information list.
- If necessary, we will implement systems to ensure that children receive only food and drink which is consistent with their medical or dietary needs and their parents' wishes.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We have fresh drinking water constantly available for the children. We ask that parents provide a separate water bottle for their child to have with them during the day.
- For children who drink milk, we provide semi-skimmed and pasteurised milk.
  - Parent may provide an alternative if wanted, otherwise children will be offered water
- Parents are invited to contribute termly to our Fruit Fund for the purchase of fruit/vegetables for snack time in all classes or donate healthy snacks and fruits to the bring and share bowl.

## Packed lunches

- We encourage parents to ensure perishable items in packed lunches contain an ice pack to keep food cool in warm weather.
- We inform parents of our policy on healthy eating.
- We encourage parents to provide sandwiches with a healthy filling, fruit, and milk-based deserts such as yoghurt and fruit.
- We discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits.
- We do not have provision to re-heat foods, so parents are asked to not provide their child with foods which need heating.
- Staff always sit with the children to eat their lunch so that the mealtime is a social occasion.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We do not allow the children to swap foods in order to protect all children.

## Food hygiene

- The person in charge and responsible for food preparation is Alison Hope-Jones. She understands the principles of food hygiene and holds a Food Hygiene Certificate.
- She carries out a daily check of the food preparation area and fridge temperature.
- All staff are expected to assist in keeping the premises clean and hygienic on a daily basis.
- All foods for snack time and cooking activities are purchased from reliable suppliers.

- Food is stored at the correct temperature and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
- Packed lunches are stored in a cool place – special consideration is made during the hotter months and parents are encouraged to use cold packs in lunch boxes.
- Food preparation areas are cleaned before and after use.
- The floors are hoovered and cleaned with an antibacterial solution on a daily basis.
- Crockery and cutlery are washed in a removable washing up bowl whilst toys and craft items eg paintbrushes are washed in the sink.
- All surfaces are clean and non-porous.
- All utensils, crockery etc are cleaned and stored appropriately.
- Waste food is disposed of daily.
- When children take part in cooking activities, they:
  - are supervised at all times;
  - are kept away from hot surfaces and hot water; and
  - do not have unsupervised access to electrical equipment.

### **Reporting of Food Poisoning**

- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation.
- If the food poisoning is identified as a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988 the setting will report the matter to Ofsted.



## **Health and Safety General Standards**

The member of staff responsible for health and safety is Alison Hope-Jones and she is competent to carry out these responsibilities. We display the necessary health and safety poster in the school kitchen. We have public liability insurance and employers' liability insurance. The certificate is displayed in the conservatory.

### **Awareness raising**

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

### **Children's safety**

- Only permanent staff members are allowed unsupervised access to the children, including helping with toileting/nappies.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.

### **Safety of adults**

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment, they are provided with safe equipment to do so.
- All warning signs are clear.
- Adults do not remain in the building on their own or leave on their own in the dark.
- The sickness of staff and their involvement in accidents is recorded.
  - The records are reviewed termly to identify any issues that need to be addressed (see Employment and Staffing Policy).
- We keep all cleaning chemicals in their original containers, which state what the risks are and what to do if they have contact with eyes/skin or are ingested.

### **Security**

- Systems are in place for the safe arrival and departure of children.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.

- The personal possessions of staff and volunteers are securely stored.
- Daily checks are made of both indoor and outdoor areas to make sure they are secure.

### **The classroom environment**

- Windows are protected from accidental breakage or vandalism.
- We take precautions to prevent children's fingers from being trapped in doors.
  - Some doors are self closing, children are taught to be careful around doors
- All surfaces are checked daily to ensure they are clean and not uneven or damaged. Spillages of sand/water are swept up regularly to prevent slipping.
- Care is taken to ensure that there are not too many toys on the floor as a tripping hazard, especially near exits.
- All resources and materials from which children select are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

### **Outdoor areas**

- Our outdoor areas are securely fenced.
- Our outdoor areas are checked for safety daily before the children arrive and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Our pre-school pond is securely covered and children only visit the large pond with staff members.
  - There is a water rescue ring by the large pond and all staff are confident in the use of this
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- Our outdoor sand pit is covered when not in use and cleaned regularly.
- When staff take children to the outdoor areas they take a walkie-talkie so they can call for help if needed.

### **Activities and resources**

- Equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the pre-school.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety.
  - All faulty equipment is removed from use and is repaired or discarded.
- All materials - including paint and glue - are non-toxic.
- Only play sand is used.
- Children are taught to handle and store tools safely.
- Children who are sleeping are checked regularly.

### **Kitchen (also see Food, Drink and Healthy Eating policy)**

- Children do not have unsupervised access to the kitchen.
- Cleaning materials and other dangerous materials are stored out of children's reach.

### **Electrical equipment**

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

### **Hygiene**

- We abide by information from the Environmental Health Department and the Health Authority and ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the pre-school which includes play rooms, kitchen, , toilets and nappy changing areas.
- We have a schedule for cleaning resources and equipment, dressing up clothes and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
- We implement good hygiene practices by:
  - cleaning tables between activities;
  - checking toilets regularly;
  - wearing protective clothing - such as disposable gloves - as appropriate;
  - providing sets of clean clothes;
  - Providing tissues and wipes.
- We take precautions to reduce the risks of exposure to Legionella.

### **Animals (see Animal Health and Safety Policy)**

- A risk assessment has been undertaken for all animals in the setting and these are regularly reviewed.

Local Health Protection Agency number: 01980 612100

## Information Sharing

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

- It is to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult; or
- By not sharing it could be worse than the outcome of having shared it.
- The decision should never be made as an individual, but with the back-up of management.
- 

The three critical criteria are:

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

Our procedure is based on the 7 golden rules for information sharing as set out in *Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers* (Department for Education 2018).

**1. Remember that the General Data Protection Regulation is not a barrier to sharing information**, but provides a framework to ensure that personal information about living persons is shared appropriately.

**2. Be open and honest.** Explain to families how, when and why information will be shared about them and with whom. Seek consent to share information, unless it puts the child at risk or undermines a criminal investigation.

In our setting we ensure parents:

- Receive information about our information sharing policy when starting at setting and reassured that this will only when necessary.
- Have information about our Safeguarding/Child Protection Policy.
- Have information about the circumstances when information will be shared with external agencies.

**3. Seek advice** when there are doubts about possible significant harm to a child or others.

**4. Share with consent where appropriate.** Respect the wishes of children and parents not to consent to share confidential information. However, in the interests of the child, know when it is reasonable to override their wish.

**5. Managers are conversant with this and are able to advise staff accordingly.**

In our setting we:

- Record concerns and discuss these with the setting's Designated Safeguarding Lead (DSL). Record decisions made and the reasons why information will be shared and to whom; and
- Follow the procedures for reporting concerns and record keeping.

**6. Information shared should be accurate and up-to-date, necessary for the purpose it is being shared for, shared only with those who need to know and shared securely.**

- Our Safeguarding/Child Protection Policy and Record Keeping procedure set out how and where information should be recorded and what information should be shared with another agency when making a referral.

**7. Reasons for decisions to share information, or not, are recorded.**

- Provision for this is set out in our Record Keeping procedure

**Consent**

Parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent may be overridden. We do this as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We cover this verbally when the child starts.
- **Parents sign a form at registration to say they understand this.**
- Parents are asked to give consent to share information about any additional needs their child may have, or to pass on child development summaries, to the next provider/school. This is discussed Dinton Pre-School's SENCO.

**We consider the following questions when we need to share:**

- Is there legitimate purpose to sharing the information?
- Does the information enable the person to be identified?
- Is the information confidential?
- If the information is confidential, do you have consent to share?
- Is there a statutory duty or court order to share information?
- If consent is refused, or there are good reasons not to seek consent, is there sufficient public interest to share information?
- If the decision is to share, are you sharing the right information in the right way?
- Have you properly recorded your decision?

## Key Person

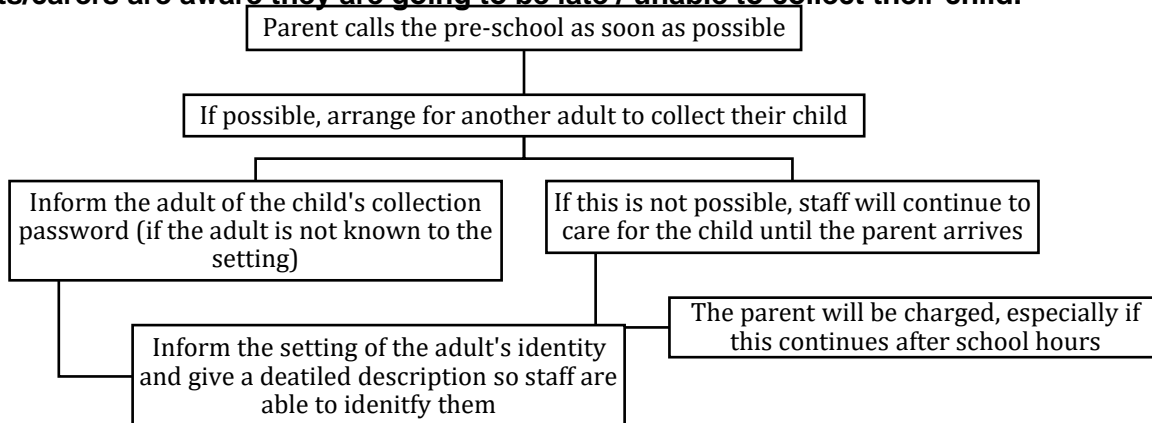
The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in our setting.

- We allocate a key person to each child before they start (see Settling In Policy).
- During the first week of term a letter is sent home to parents to remind them of their child's key person.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person acts as the key contact for the parents and has links with other carers involved with the child such as a childminder and co-ordinates the sharing of appropriate information about the child's development with those carers.
- 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 pre-school and at home.
  - This includes the summative assessment at the end of each term and a formative assessment at the end of the academic year.
  - The key person is expected to keep these records up to date so the manager can review them at any time.
  - The child's learning journal should be accurate, up to date and shared with the child regularly.
- The key person encourages positive relationships between children in his/her key group, spending time with them as a group each day.
- We promote the role of the key person as the child's primary carer in the pre-school and as the basis for establishing relationships with other staff and children.
- When the child changes settings, the key person is responsible for producing any necessary reports or records.
  - In some cases the key person may be expected to attend the new setting for a handover of care. The manager will organise this.

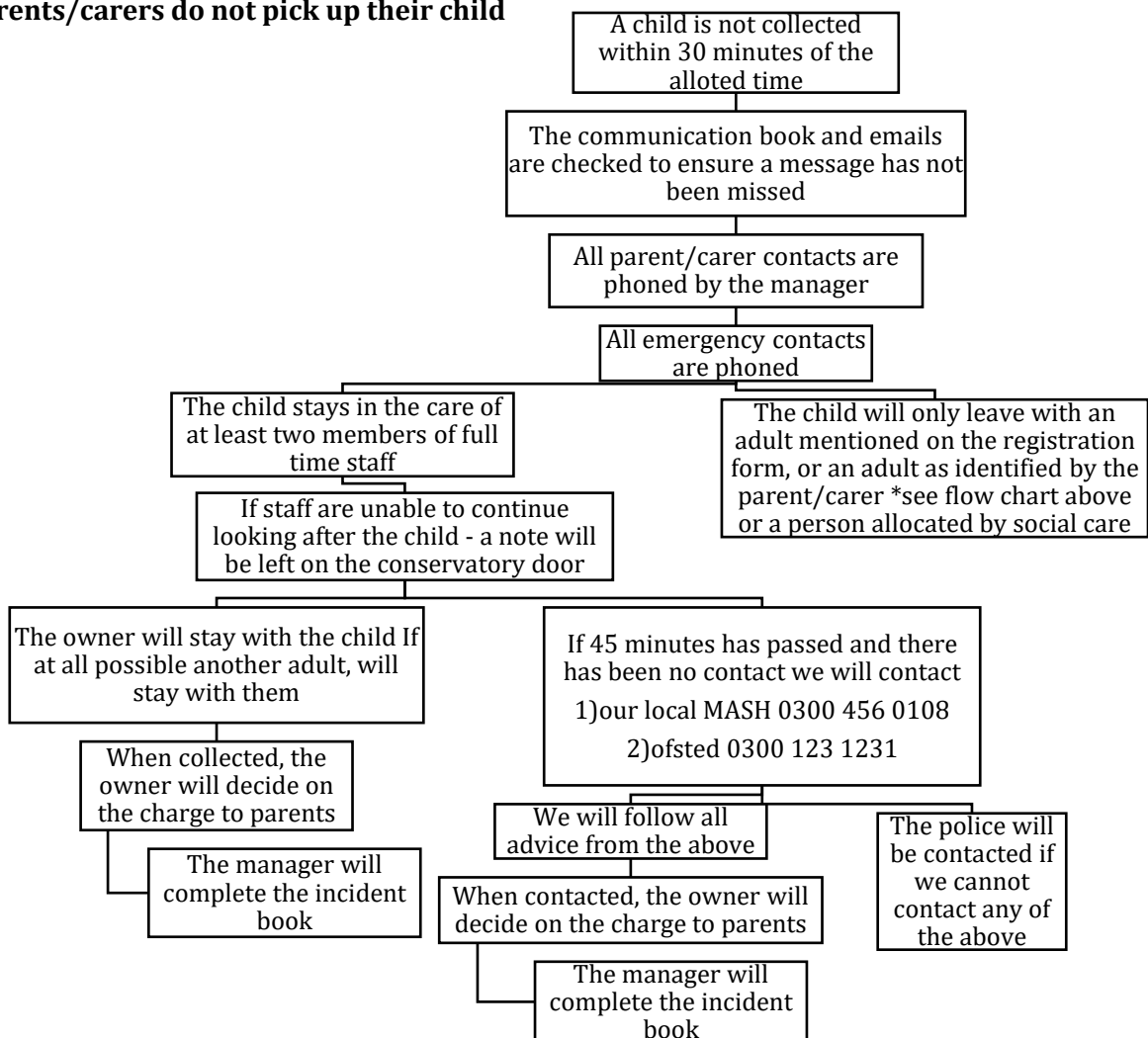
## Late Collection / Non Collection

- We expect all parents to agree a time to collect their child, but in case of delay or change of circumstances the following process should be used
- Parents are asked to keep us updated on phone numbers, addresses and all emergency contacts

### Parents/carers are aware they are going to be late / unable to collect their child:



### Parents/carers do not pick up their child



## Looked After Children

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

### Principles

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

### At Dinton Pre-School:

- The designated person for looked after children is Designated Safeguarding Lead (DSL)
- The DSL ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The DSL and the key person liaise with agencies, professionals and practitioners involved with the child and his/her family and ensures appropriate information is gained and shared.
- The setting recognises the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The settling-in process for the child is agreed. It should be the same as for any other child, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a relationship with his or her key



person sufficient to act as a 'secure base' to allow the gradual separation from the foster carer.

- This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- Concerns about the child will be noted on a concern sheet, passed to the DSL and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- Transition to school will be handled sensitively and the DSL and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the child's social worker.

## Manual Handling

Dinton Pre-School has a duty of care to ensure that;

- Minimum requirements for the manual handling of loads are followed where there is a particular but not exclusive risk of back injury to workers.
- The need for manual handling is avoided or, when it cannot be avoided, an assessment is made of the operation and where there is a risk of injury, appropriate steps taken to reduce or avoid that risk.
- Assessment of manual handling operations take into account factors which include characteristics of the load, the physical effort required, characteristics of the working environment and the requirements of the task.
- Information and training is provided to staff
- Ensure that manual handling requirements are clearly identified when recruiting staff so that appropriate medical advice can be taken as part of pre-employment health screening.
- Make allowance for any known health problems which might have a bearing on an existing employee's ability to carry out manual handling operations safely.
- Monitor and review manual handling assessments when there is reason to suppose that they are no longer valid due to changes in working conditions, personnel involved or a significant change in the manual handling operation affecting the nature of the task or the load.
- Maintain records of accident and ill health related to manual handling operations.

## Preventing injuries

We recognise that the most effective method of prevention is to remove or reduce the need to carry out manual handling. Wherever possible, we review the circumstances in which staff have to carry out manual handling and re-design the workplace so that items do not need to be moved from one area to another.

Where manual handling tasks cannot be avoided, for example lifting children when changing nappies, we carry out a risk assessment by examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

Our manual handling assessment considers the following:

- The tasks to be carried out
- The load to be moved (including moving children)
- The environment in which handling takes place
- The capability of the individual involved in the manual handling.

We expect staff to use the following guidance when carrying out manual handling in order to reduce the risk of injury.

## Planning and procedure

- Think about the task to be performed and plan the lift
- Consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there
- Never attempt manual handling unless you have read the correct techniques and understood how to use them

- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury
- Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going
- Assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment e.g. a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads
- If more than one person is involved, plan the lift first and agree who will lead and give instructions
- Plan your route and remove any obstructions. Check for any hazards such as uneven/slippery flooring
- Lighting should be adequate
- Control harmful loads – for instance, by covering sharp edges or by insulating hot containers
- Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear
- Consider a resting point before moving a heavy load or carrying something any distance.

### **Carrying children**

Staff should avoid lifting and carrying children as much as possible however we understand that in some situations this is unavoidable. If the child is old enough, ask them to move to a position that is easy to pick them up, and ask them to hold onto you as this will support you and the child when lifting

- Do not place the child on your hip, carry them directly in front of you in order to balance their weight equally
- Wherever possible, avoid carrying the child a long distance
- Where a child is young and is unable to hold onto you, ensure you support them fully within your arms
- Avoid carrying anything else when carrying a child. Make two journeys or ask a colleague to assist you
- If a child is struggling or fidgeting whilst you are carrying them, stop, place them back down and use reassuring words to calm the child before continuing
- Students and pregnant staff members will not carry children.

### **Position**

Stand in front of the load with your feet apart and your leading leg forward. Your weight should be even over both feet. Position yourself, or turn the load around, so that the heaviest part is next to you. If the load is too far away, move toward it or bring it nearer before starting the lift. Do not twist your body to pick it up.

### **Lifting**

- Bend the knees slowly, keeping the back straight
- Tuck the chin in on the way down
- Lean slightly forward if necessary and get a good grip
- Keep the shoulders level, without twisting or turning from the hips
- Try to grip with the hands around the base of the load
- Bring the load to waist height, keeping the lift as smooth as possible.

### **Moving the child or load**

- Move the feet, keeping the child or load close to the body
- Proceed carefully, making sure that you can see where you are going
- Lower the child or load, reversing the procedure for lifting
- Avoid crushing fingers or toes as you put the child or load down
- If you are carrying a load, position and secure it after putting it down
- Make sure that the child or load is rested on a stable base and in the case of the child ensure their safety in this new position
- Report any problems immediately, for example, strains and sprains. Where there are changes, for example to the activity or the load, the task must be reassessed.

### **The task**

- Carry children or loads close to the body, lifting and carrying the load at arm's length increases the risk of injury
- Avoid awkward movements such as stooping, reaching or twisting
- Ensure that the task is well designed and that procedures are followed
- Try never to lift loads from the floor or to above shoulder height. Limit the distances for carrying
- Minimise repetitive actions by re-designing and rotating tasks
- Ensure that there are adequate rest periods and breaks between tasks
- Plan ahead – use teamwork where the load is too heavy for one person.

### **The environment**

- Ensure that the surroundings are safe. Flooring should be even and not slippery, lighting should be adequate, and the temperature and humidity should be suitable
- Remove obstructions and ensure that the correct equipment is available.

### **The individual**

- Never attempt manual handling unless you have been trained and given permission to do so
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.
- Dinton Pre-School suggests that pregnant women avoid all manual handling tasks and this will be actively supported.

## Medication Administration

The key person is responsible for the correct administration of medication to children for whom they are the key person. This includes ensuring that the Medication Record has been completed, that medicines are stored correctly and that records are kept according to procedures.

### General

- As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting.
- If a child has not had a medication before they must have had at least one dose at home, with no side effects.
- All medications must be prescribed by a GP and have instructions clearly written on them.
  - If training is required this shall be organised between the manager and the parents.
- All risk assessment procedures must be adhered to for the correct storage and administration of the medication.
- A Medication Record should be started and filled out when the child is given any medication.
  - If a child needs multiple medications then multiple forms will be necessary.
- Two members of staff should always be present when medication is administered.
- No child may self-administer. Where children are capable of understanding when they need medication, they should be encouraged to tell their key person what they need.
  - This does not replace staff vigilance in knowing and responding when a child requires medication.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box. Inside the box is a copy of the Medication Record.

### Storage of medicines

- All medication is stored safely in the medicine cupboard or refrigerated (as directed by the storage instructions).
- The child's key person is responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept in the setting.
  - Key persons check that any medication held is in date and returns any out-of-date medication back to the parent.

### Life saving medication & invasive treatments

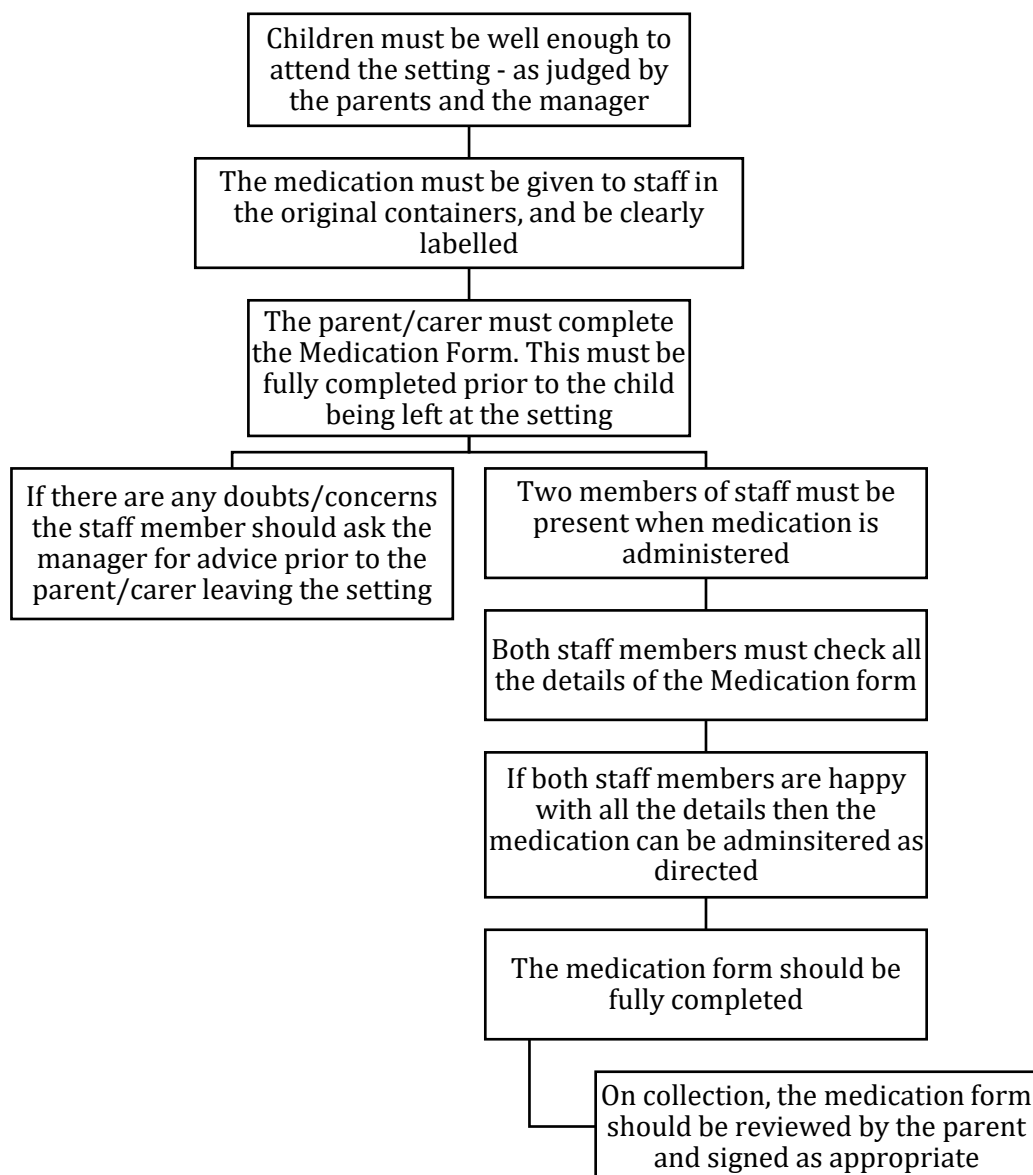
Adrenaline injections (Epipens) for anaphylactic shock reactions (caused by allergies) or invasive treatments such as rectal administration of Diazepam (for epilepsy).

- The setting must have:
  - a letter from the child's GP/consultant stating the child's condition and what medication is to be administered
  - written consent from the parent or guardian allowing staff to administer medication
  - proof of training in the administration of such medication
- Copies of all three letters must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal.
  - Confirmation will then be issued in writing confirming that the insurance has been extended.

If a child requires tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.

- The setting must have:
  - Prior written consent from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP
  - The key person must have the relevant medical training/experience, to administer the treatment/medication
- Copies of all letters relating to these children must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal.
  - Written confirmation that the insurance has been extended will be issued by return.

### Procedure for the administration of medicines



### **Children who have long term medical conditions/ who require on ongoing medication**

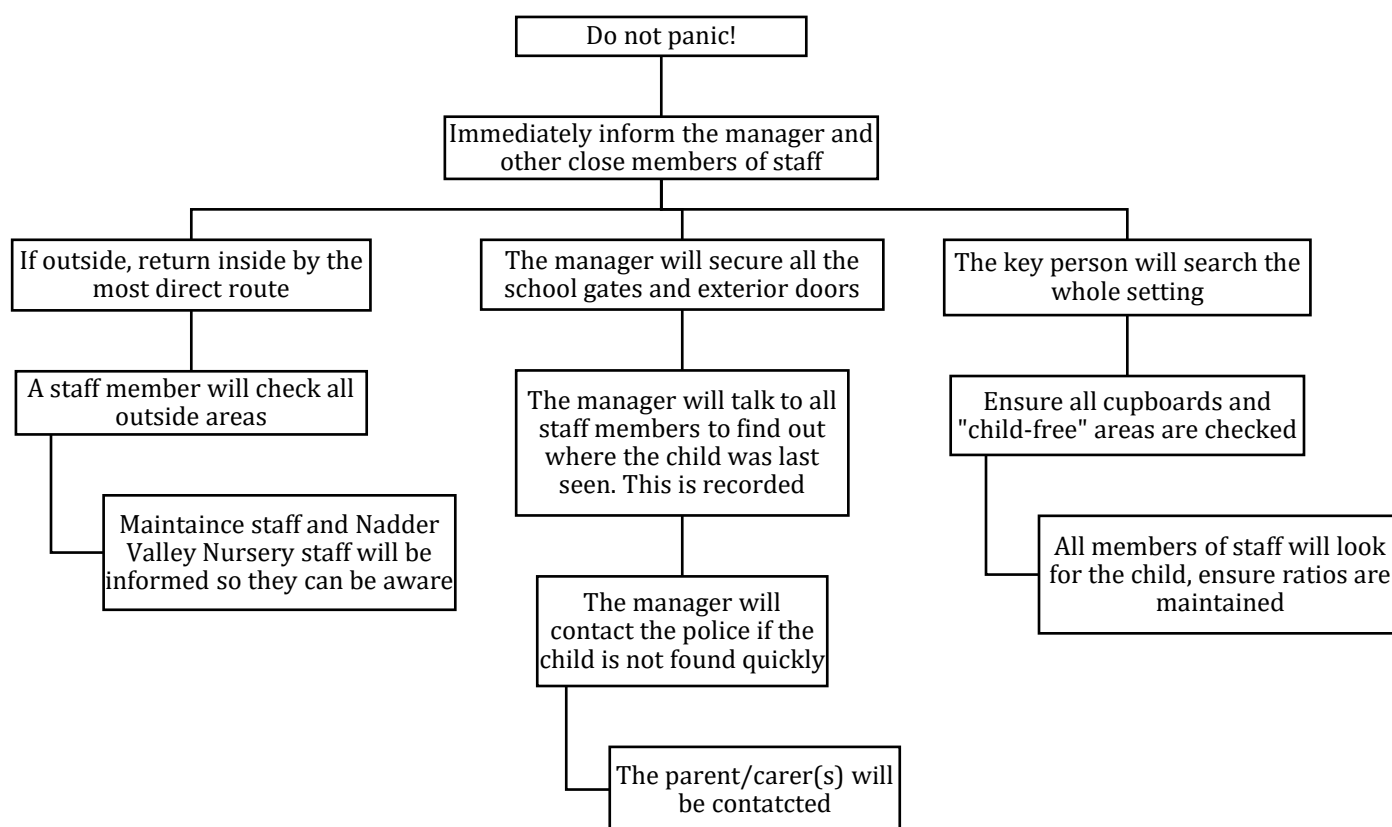
- A risk assessment is carried out for each child with long term medical conditions.
  - This is the responsibility of the manager alongside the key person and parent/carers.
  - Other medical or social care personnel may need to be involved in the risk assessment.
- Key staff may need to have training in a basic understanding of the condition as well as how the medication is to be administered correctly.
  - The training needs for staff is part of the risk assessment.
- The risk assessment includes all pre-school activities.
- A health care plan for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other staff who care for the child.
- The health care plan should include the measures to be taken in an emergency.
- The health care plan is reviewed regularly with parents. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- The health care plan is cascaded to all staff.
  - They are also displayed in the kitchen for all staff to see.
- Parents receive a copy of the health care plan and each contributor, including the parent, signs it.
- The manager will inform our insurance provider of all required conditions, as set out in our insurance policy.

### **Managing medicines on trips and outings**

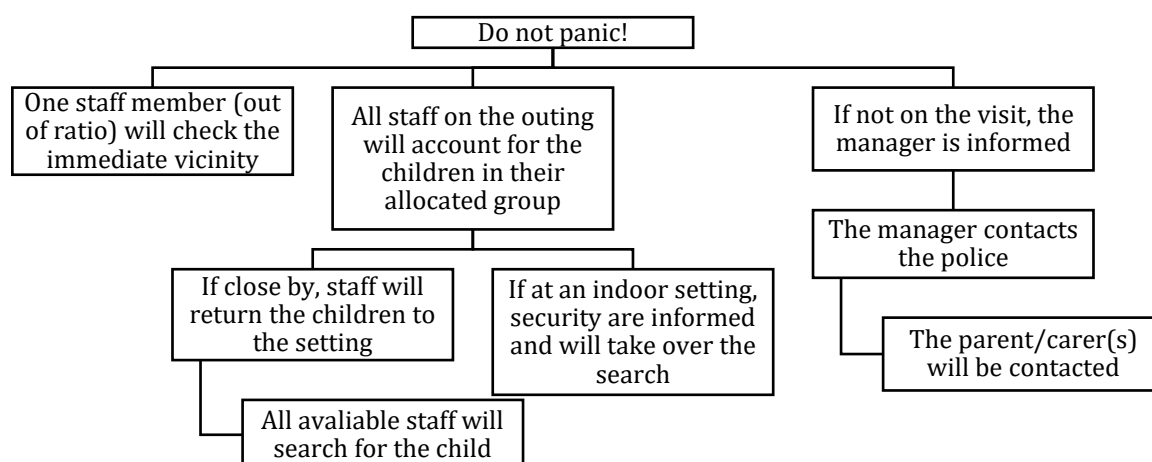
- If children are going on outings, staff accompanying the children must include the key person, or another member of staff who is fully informed about the child's needs and/or medication.
- Medication for a child is taken in a sealed plastic box clearly labelled with the child's name, name of the medication.
  - Inside the box is the Medication Record, this should be completed as normal

## Missing Child

### A child goes missing from the setting

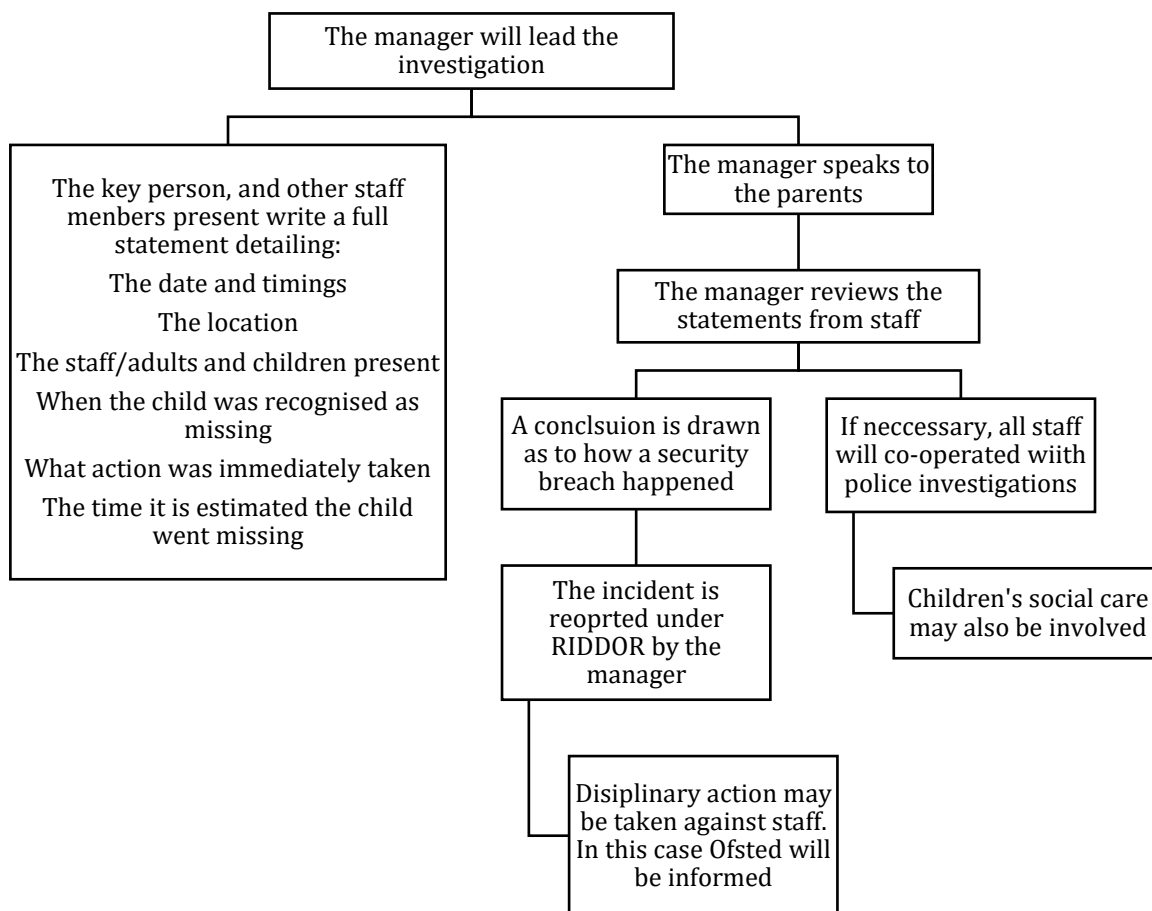


### A child goes missing while out on a visit





## The investigation

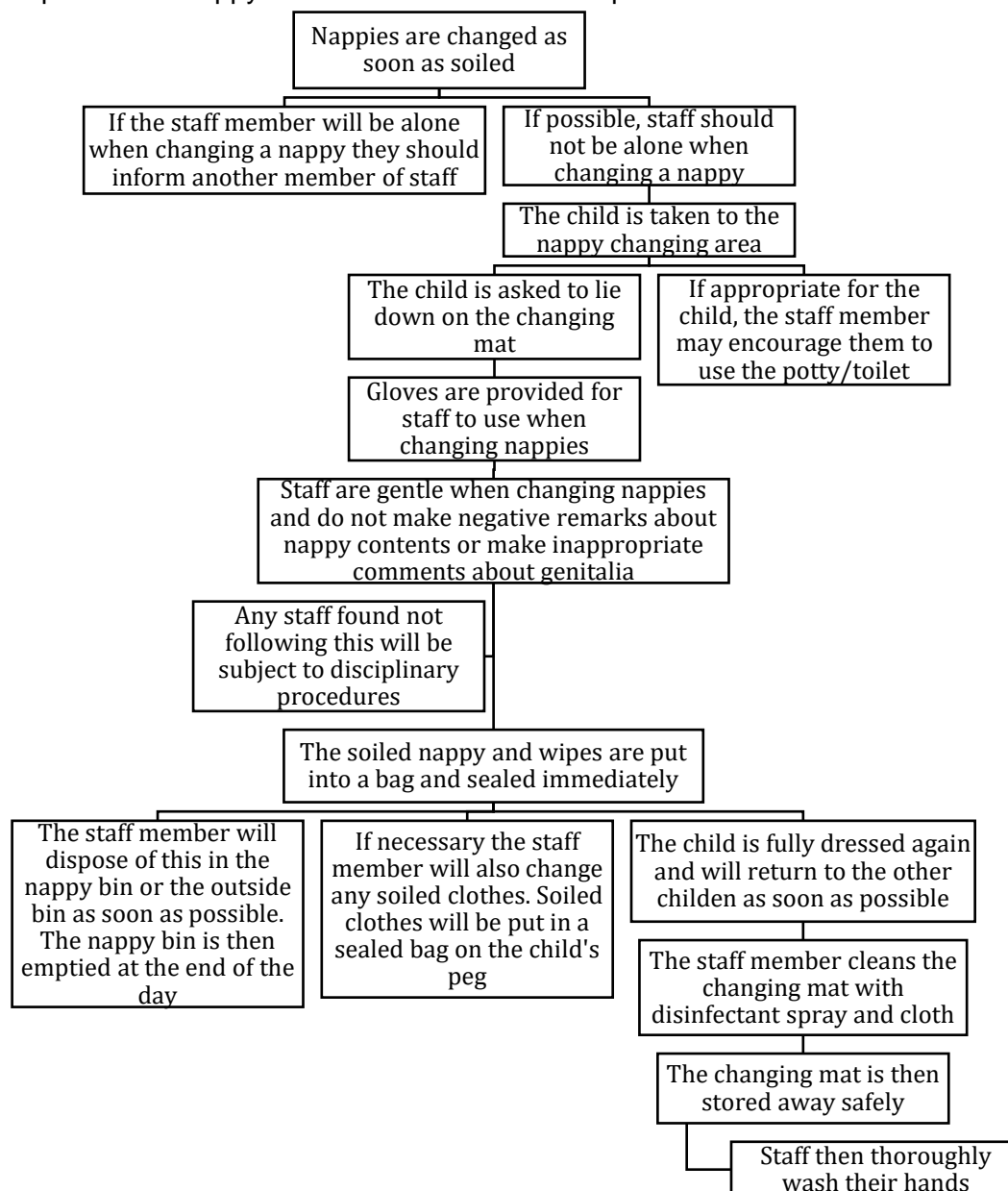


## Managing people:

- Staff may become the target of parental anger and they may be afraid.
  - When dealing with distraught and angry parents there should always be two members of staff present, one of whom should be the manager/deputy.
- No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called
- Staff under investigation are treated fairly and receive support.
- Staff must also remember that children are sensitive to what is going on around them and may be worried.
  - They should answer questions honestly but also reassure the children.
- Staff will not discuss any missing child incident with the press without taking advice.
- Staff may need counselling and support.
  - The owner and manager will organise this if necessary

**Nappy Changing and Intimate Care** - We aim to support all families by:

- Promoting consistent and caring relationships through the key person system
  - Using this one-to-one time as a key opportunity to talk to children and help them learn
  - Ensuring that any staff undertaking nappy changing/intimate care have suitable enhanced Date Barring Services checks
  - Training all staff in the appropriate methods for nappy changing and first aid
  - Ensuring hygiene procedures are followed appropriately
  - Ensuring all staff know how to identify and act on signs and symptoms of abuse
  - Operating a whistleblowing policy to help staff raise any concerns relating to their peers or managers
  - Conducting working practice observations of all aspects of care, including intimate care
- Conducting regular risk assessments Parents can sign a consent form for staff to apply non prescribed nappy creams to their children. If prescribed creams are needed the



Medication Administration Policy will be followed.

## Outdoor Play

At Dinton Pre-School we are committed to the importance of daily outdoor learning and the physical development of all children regardless of their age and stage of development. We provide outdoor play in all weathers and seasons. Where possible and appropriate, we make outdoor activities accessible to children with learning difficulties and disabilities to ensure inclusive use of the outdoor area.

We recognise that children need regular access to outdoor play in order to keep fit and healthy, develop their large and fine motor skills and experience learning in a natural environment. All classrooms have free flow to the outdoors so children can spend much of their day outside.

The outdoor areas, both within the pre-school grounds and in the local community have a wealth of experiences and resources which help children to develop in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem, all of which support children to develop skills now and for the future.

We ensure all areas are safe and secure through close supervision and the use of robust risk assessments and safety checks. Where possible and appropriate, we plan and encourage play that helps children understand and manage risks. This type of play allows children to explore and find their own boundaries in a safe environment with supportive practitioners. Staff are informed of the importance of safety procedures and are trained appropriately to ensure these procedures are followed effectively.

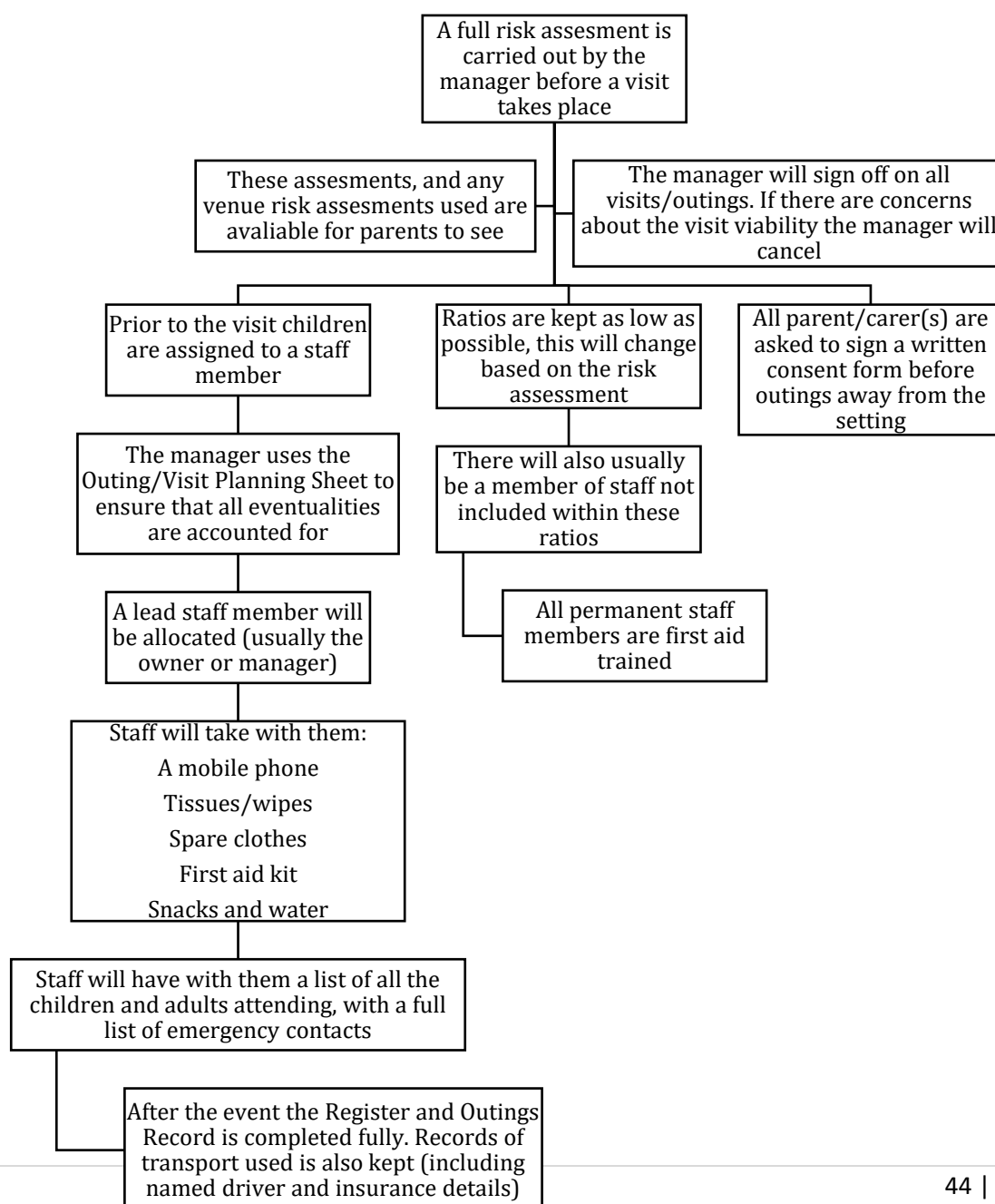
We plan all outdoor play opportunities and outings to complement the indoor activities and provide children with purposeful activities that support and follow individual children's interests. There is a balance of both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge and behaviours.

## Outings and Visits

### Risk assessment / Outings plan

All visits have a clearly identifiable educational purpose with specific learning outcomes. The full risk assessment and outing plan will be displayed for parents to see. This plan will include:

- The name of the designated person in charge - the outing leader
- The estimated time of departure and arrival
- The number of children, age range of children, the ratio of staff to children, children's individual needs and the group size
- The equipment needed for the trip
- Staff contact numbers
- Method of transportation and travel arrangements (including the route)
- Emergency procedures
- Any specific risk assessment, e.g. for children with medical needs during the outing



## Parents / Carers as Partners

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. Some parents are less well represented in early year's settings; these include fathers, parents/carers who live apart from their children but who still play a part in their lives as well as working parents/carers. In carrying out the following procedures, we will ensure all parents/carers are included.

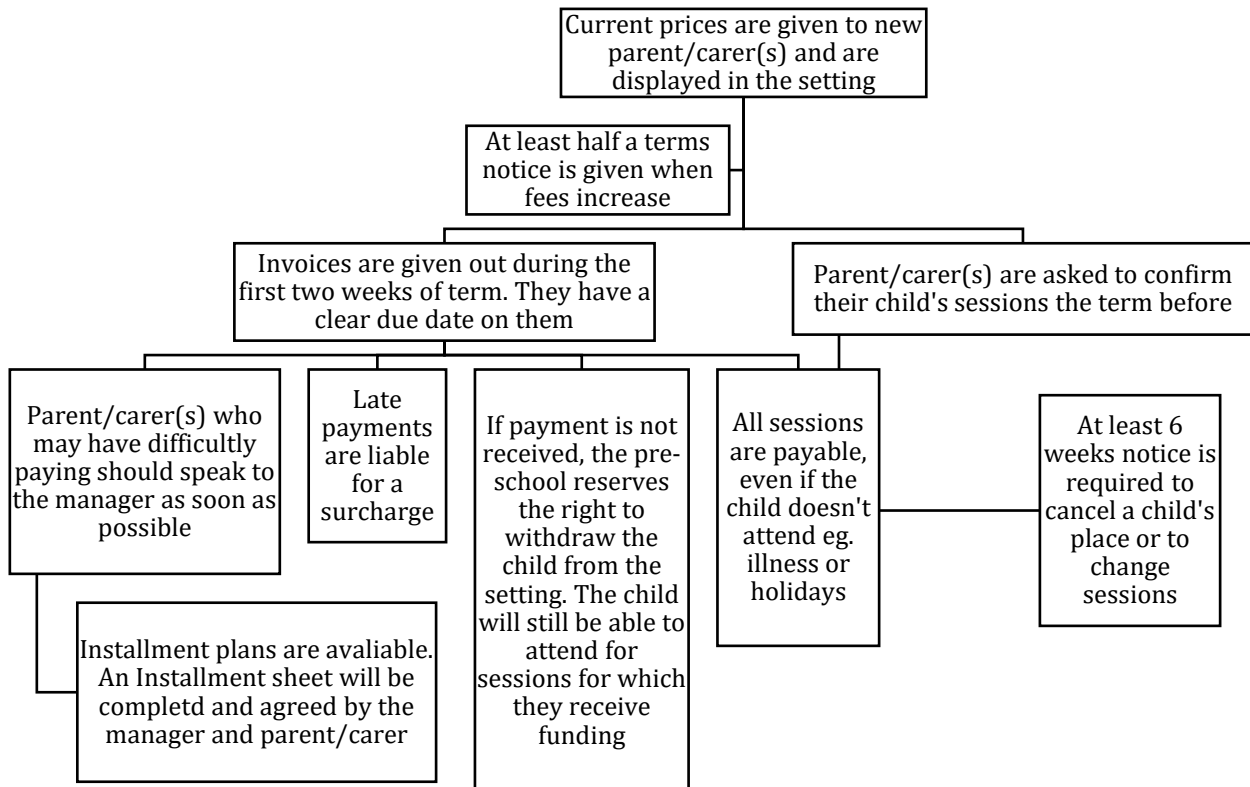
## Procedures

- We generate confidence and encourage parents/carers to trust their own instincts and judgement regarding their own child.
- We welcome all parents/carers into the pre-school at any time and provide an area where parents can speak confidentially with us as required.
- We have a means to ensure that all parents/carers are included – including fathers or parents who live or work apart from their children.
- We welcome breast feeding mothers. The pre-school will make available a private area whenever needed to offer space and privacy to feeding mothers.
- Maintaining regular contact with parents/carers helps us to build a secure and beneficial working relationship for their children.
- Operating a key person system enables parents to establish a close working relationship with a named practitioner and to support two-way information sharing.
- We ensure ongoing dialogue with all parents to improve our knowledge of the needs of their children and to support their families.
- We ensure pre-school documentation and communications are provided in different formats to suit each parent's needs if necessary.
- We ensure that all parents/carers are aware of the pre-school's policies and procedures. A brief introduction to policies is provided and our full policy documents will be available to parents/carers at all times in the conservatory.
  - We check to ensure parents/carers understand the information which is given to them.
  - We inform parents/carers how and why we use their information within our setting.
- We inform parents/carers on a regular basis about their children's progress and daily contact is made with parents/carers.
- We involve parents/carers in the shared record keeping about their children and ensure parents have access to their children's written developmental records.
- We actively encourage parents/carers to contribute to children's learning through sharing observations, interests and experiences from home. This may be verbally, sharing photographs or in written form.
- We inform parents/carers about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through newsletters.
- We respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so.

- We provide opportunities for parents/carers to contribute their own skills, knowledge and interests to the activities.
- We provide information about opportunities for being involved in the pre-school.
- We inform parents/carers how the pre-school supports children with special educational needs and disabilities.
- We welcome the contributions of parents/carers, in whatever form these may take.
- We give parents/carers and their child a questionnaire to complete on leaving Dinton Pre-School.
- We consider and discuss all suggestions from parents/carers concerning the care and early learning of their child and pre-school operation.
- We share information about the Early Years Foundation Stage, young children's learning in the pre-school, how parents can further support learning at home and where they can access further information.
- We inform parents/carers of the systems for registering queries, complaints or suggestions.
- We provide opportunities for parents/carers to learn about the pre-school curriculum and about young children's learning, in the pre-school and at home.

## Payment

We aim to ensure that all sections of the community have access to Dinton Pre-School and that cost should not be a barrier to anyone's inclusion. The owner is always available to talk to parent/carer(s) who have concerns in regards to this.



### **Promoting Positive Behaviour**

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

In order to manage children's behaviour in an appropriate way our behaviour coordinator will:

- attend relevant training to help understand and guide appropriate models of behaviour;
- implement the setting's behaviour procedures including the stepped approach;
- have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary;
- ensure all staff complete Promoting Positive Behaviour training either online or inhouse.

#### **Step 1**

- We will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures;
- We will be knowledgeable with, and apply the setting's procedures on Promoting Positive Behaviour;
- We will undertake an annual audit of the provision to ensure the environment and practices supports healthy social and emotional development. Findings from the audit are considered by management and relevant adjustments applied.
- ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).

#### **Step 2**

- We address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern, then normal monitoring will resume.
- Behaviours that result in concern for the child and/or others will be discussed between the key person, the behaviour coordinator and Special Educational Needs Coordinator (SENCO) or/and manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
- If the behaviour continues to reoccur and remains a concern, then the key person and SENCO should liaise with parents/carers to discuss possible reasons for the behaviour and to agree next steps. If relevant and appropriate, the views of the child relating to their behaviour should be sought and considered to help identify a cause. If a cause for the behaviour is not known or only occurs whilst in the setting, then the behaviour coordinator will suggest using a focused intervention approach to identify a trigger for the behaviour.
- If a trigger is identified, then the SENCO and key person will meet with the parents/carer to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/carers and incorporated into the plan. Other members of the



staff team should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.

All incidents and intervention relating to unwanted and challenging behaviour by children should be clearly and appropriately logged.

### **Step 3**

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents/carers to a meeting to discuss external referral and next steps for supporting the child in the setting.
- It may be agreed that the Common Assessment Framework (CAF) or Early Help process should begin, and that specialist help be sought for the child – this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding/ Child Protection Policy. It may also be agreed that the child should be referred for an Education, Health and Care assessment. (See Supporting Children with Special Educational needs policy)
- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

### ***Initial intervention approach***

- We use an initial problem-solving intervention for all situations in which a child or children are distressed or in conflict. All staff use this intervention consistently.
- This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.
- We use High Scope's Conflict Resolution process, which provides this type of approach. Periodically the effectiveness of the approach will be checked.

### ***Focused intervention approach***

- The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.
- Where we have considered all possible reasons, a focused intervention approach should then be applied.
- This approach allows [the key person and behaviour coordinator] to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- We follow the ABC method which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

***Use of rewards and sanctions***

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet adult's own expectations in order to obtain a reward (or for fear of a sanction). If used, then the type of rewards and their functions must be carefully considered before applying.
- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary, children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

***Use of physical intervention***

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use 'reasonable force in order to prevent children from injuring themselves or others or damage property' (EYFS).
- If 'reasonable force' has been used for any of the reasons shown above, parents/carers are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened.

***Rough and tumble play***

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

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We develop strategies 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 contains violent strategies such as blowing up or shooting and that themes refer to 'goodies and baddies'. As such they offer opportunities for us to explore themes of right and wrong and the rule of law.
- We aim to tune into the content of the play and encourage lateral thinking to explore alternative scenarios.

***Challenging Behaviour/Aggression by children towards other children***

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.

- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents/carers of the child who has been the victim of behaviour and the parents/carers of the child who has been the perpetrator should be informed.
- The designated person will contact children's social care if appropriate, i.e., if a child has been seriously injured, or if there is reason to believe that a child's challenging behaviour is an indication that they themselves are being abused.
- The designated person will make a written record of the incident, which is kept in the child's file; in line with the *Safeguarding/Child Protection policy*.
- The designated person should complete a risk assessment related to the child's challenging behaviour to avoid any further instances.
- The designated person should meet with the parents/carers of the child who has been affected by the behaviour to advise them of the incident and the setting's response to the incident.
- Ofsted should be notified if appropriate, i.e., if a child has been seriously injured.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
- Parents/carers should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

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

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

### ***Challenging unwanted behaviour from adults in the setting***

- Settings will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
- Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.
- Where a parent/carer makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded and is reported to the setting manager. The procedure is explained, and the parent/carer asked to comply while on

the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent/carer requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child's place.

## Record Keeping

Dinton Pre-School is registered with the Information Commissioner's Office and our certificate is displayed in the conservatory.

We keep records for the purpose of maintaining our business. These include:

- Records pertaining to our registration.
- Contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of staff.

Our records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records and these are maintained with regard to the framework of the General Data Protection Regulation and the Human Rights Act.

Our Data Protection Lead is Alison Hope-Jones.

## Procedures

### Developmental Records

- These include observations of children in the setting, photographs and samples of their work and summary developmental reports.
- These are usually kept in the classrooms and can be freely accessed, and contributed to, by staff, the child and the child's parents/carers.
- Developmental records are destroyed once the child leaves the setting.

### Personal Records

- These include registration and admission forms, signed consent forms, correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
- These confidential records are stored in a lockable cabinet and are kept secure by the Data Protection Lead.
- Parents have access, in accordance with our Access to Records Policy, to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members, except where it affects planning for the other child's needs.
- We retain children's essential records until the child reaches the age of 24. These are kept in a locked metal filing cabinet in the setting.

### Provider Records

- All records are the responsibility of the Data Protection Lead, who ensures they are kept securely.
- All records are kept in an orderly way in files and filing is kept up-to-date.
- Financial records are kept up-to-date for audit purposes.

- Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed.
- Our Public Liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.

#### Staff Records

- Employment records of staff are kept securely in the pre-school office and are the responsibility of the Data Protection Lead.
- Staff may request to see their own file but may not see records pertaining to any other staff member.
- Staff records are kept archived once employment has ended and destroyed after 6 years.
- Records of students working within the pre-school are kept within the staff records
- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students on recognised qualifications or training, when they are observing in the setting, are advised of our confidentiality policy and are required to respect it.

## **Risk Assessment**

Dinton Pre-School carries out written risk assessments. These are regularly reviewed and cover potential risks to children, staff and visitors at the setting. When circumstances change in the pre-school, e.g. a significant piece of equipment is introduced; we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

The basis of this policy is risk assessment and adheres to the following five steps:

- Identifying the 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 or low. This is both the risk of the likelihood of happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate the risk: what will you do, or ensure others will do, in order to reduce the risk?
- Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

## **Procedures**

Our risk assessment process covers adults and children and includes:

- Checking for and noting hazards and risk 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
- Developing an action plan that specifies the action required, the time scales for action, the person responsible for the action and any funding required
- The risk assessment is written and reviewed regularly

We maintain lists of health and safety issues, which are checked by staff daily before the pre-school day begins as well as those that are checked on an annual basis when a full risk assessment is carried out.

See Health and Safety Policy for details of regular checks within Dinton Pre-School and the setting Risk Assessments which cover all aspects of pre-school routine.

## Safeguarding and Child Protection

*Dinton Pre-school fully recognises its responsibilities for Safeguarding and child protection.*

Key Safeguarding Personnel			
Role	Name	Tel.	Email
Designated Safeguarding Lead (DSL)	Fay Dent (Manager)	01722 716011	enquiries@dinton-pre-school.co.uk
Deputy DSL(s) (DDSL)	Alison Hope-Jones (Owner) Polly Swannell (Deputy Manager)	01722 716011	enquiries@dinton-pre-school.co.uk
The responsibilities of the DSL and the DDSL are:			
<ul style="list-style-type: none"><li>▪ Managing all child protection</li><li>▪ The DSL or DDSL are always available during opening hours.</li><li>▪ Keep secure all child protection plans, write records and reports.</li><li>▪ Take responsibility of the safeguarding policy and procedures, including evaluating, updating and cascading changes to staff.</li><li>▪ Ensure all staff, volunteers and students are aware of the safeguarding policy and procedures and are adequately trained in these areas.</li><li>▪ Provide advice and support to all staff members surrounding safeguarding.</li><li>▪ Understand and participate in early help assessments and the process for early help.</li><li>▪ Liaise with the local authority and Wiltshire Safeguarding Vulnerable People Partnership.</li><li>▪ Work in partnership with other agencies.</li><li>▪ Ensure a culture of listening to children and taking account of their wishes and feelings.</li></ul>			
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2021)			
Children’s Social Care referrals:			
Multi-Agency Safeguarding Hub (MASH):			0300 456 0108
Out of hours:			0300 456 0100
If you believe a child is <b>at immediate risk</b> of significant harm or injury, you <b>must</b> call the police on 999.			

The Statutory Framework for the Early Years Foundation Stage 2021 sets the foundation of safeguarding and welfare measures for us to follow. The framework states that:

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with adults caring for them”.



## Introduction

Dinton pre-school is committed to safeguarding and promoting the welfare of children and will do this by putting children's right to be 'strong, resilient and listened to' at the heart of all our activities. We fulfil our local and national responsibilities as laid out in the following key documents:

- The Statutory Framework for the Early Years Foundation stage (2021)
- Working together to safeguard children (2018)
- Keeping children Safe in Education (2021)
- The procedures of the Safeguarding Vulnerable People Partnership (formerly WSCB)
- Information sharing-Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)

The aim of this policy is to ensure:

- all our children are safe and protected from harm
- Safeguarding procedures are in place to help children feel safe
- Adults in the setting are aware of the expected behaviours and their responsibilities in relation to safeguarding and child protection.

## Scope

Safeguarding children is defined as:

- ensuring that children grow up with the provision of safe and effective care
- acting to enable all children to have the best life chances
- preventing impairment of children's mental and physical health or development and
- protecting children from maltreatment.

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a whole setting preventative approach to keeping children safe, including online that incorporates children's well-being, health and safety; pre-school behaviour management and preventing peer on peer abuse; supporting children with medical conditions; Personal, Social, emotional development, providing first aid and site security.

**Any safeguarding concerns or disclosures of abuse relating to a child at Pre-school, outside of Pre-school and online are within the scope of this policy.**

## Expectations

All staff are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse and wider safeguarding issues.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a child.
- involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

## Monitoring and review

The Manager ensures that safeguarding is an agenda item for every staff meeting.

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The DSL and DDSL's continuously monitor the effectiveness of this policy.

### **Mandatory procedures – Staff and adults at Pre-school**

#### ***Safer recruitment***

All staff are subject to safer recruitment processes and checks and we follow the guidance set out in Part 3 of KCSiE (2021).

At Dinton Pre-school, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks as set out in KCSiE that have been carried out and certificates obtained. The SCR applies to:

- all staff (including standby/cover staff and volunteers) who work at the school.

#### ***Staff Behaviour Policy (for safer working practice)***

Dinton Pre-school is committed to positive outcomes for our children underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Behaviour Policy sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.

#### ***Identifying the signs***

All staff know how to recognise and are alert to the signs of neglect and abuse and wider safeguarding issues, including but not limited to peer on peer abuse and exploitation. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (2021) along with notes from safeguarding training, are important reference documents for all staff.

Keeping Children Safe in Education (2021) describes four types of abuse:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Somebody may abuse or neglect a child by harming them or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them or a stranger.

The signs and indicators listed below may not necessarily indicate that a child has been abused, but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Aggressive behaviour
- Unexplained injuries to a child or conflicting reports from parents or staff

- Repeated injuries
- Unaddressed illnesses or injuries
- Significant changes to behaviour patterns.

### ***Responding to concerns/disclosures of abuse***

Flowcharts provided by the SVPP that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the meeting room for easy reference.

Staff adhere to the organisation's safeguarding training requirements when concerned about abuse or when responding to a disclosure of abuse. Staff understand that they must NOT:

- take photographs of any injuries.
- postpone or delay the opportunity for the child to talk.
- take notes while the child is speaking or ask the child to write an account.
- try to investigate the allegation.
- promise confidentiality e.g. say they will keep 'the secret'.
- approach or inform the alleged abuser.

All staff record any concern about or disclosure by a child of abuse or neglect and report this to the D/DSL using the standard form. It is the responsibility of each adult in pre-school to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH. In some circumstances, the D/DSL or member of staff seeks advice by ringing the MASH for advice.

The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together (2018)

The D/DSL will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

During term time, the DSL and/or a DDSL is always available during school hours for staff to discuss any safeguarding concerns.

### ***Online safety***

#### **Please also refer to our E-safety Policy**

At Dinton Pre-school we acknowledge the fact that many children have access to the internet via devices at home and will provide information to parents to support them in keeping their children safe online. <https://www.internetmatters.org/advice/0-5/>

### ***Managing concerns and allegations against staff (including cover/bank staff, volunteers and contractors)***

Dinton Pre-school follows the procedure set out by the SVPP 'Allegations against adults' flowchart which is displayed in the meeting room for easy reference.

Where anyone in the pre-school has a concern about the behaviour of an adult who works or volunteers at the Pre-school, including cover/bank staff, volunteers and contractors, they must immediately consult the Manager who will refer to the local authority Designated Officer for Allegations (DOFA).

Any concern or allegation against the Manager will be reported to the Owner without informing the Manager

All staff must remember that the welfare of a child is paramount and must not delay raising concerns for fear a report could jeopardise their colleague's career. Dinton Pre-school promotes an open and transparent culture in which all concerns about adults working in or on behalf of the Pre-school (including bank/cover staff and volunteers) are dealt with promptly and appropriately.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

In addition to the concern/allegation management process, the Pre-school's DSL will also refer suspected abuse to the MASH as described in 'responding to a concern.'

All members of staff and volunteers have read and signed to confirm they have understood the school's Staff Behaviour Policy (for safer working practice).

Concerns and allegations reported relating to outside professionals and contractors will be notified to their employers for investigation and potential referral to DOFA.

Dinton Pre-school will appoint a 'case manager' to lead any investigation where the reported allegation does not meet the allegations threshold to consider a referral to the DOFA. This is the Manager or where the Manager is the subject of an allegation, the Owner.

### ***Managing low-level concerns about adults***

Dinton Pre-school operates a 'low-level' concerns policy in accordance with KCSIE. 'Low-level' refers to behaviour that is: inconsistent with expectations set out in the Staff Behaviour Policy, including inappropriate conduct outside of work, and/or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the DOFA.

All low-level concerns will be reported to the Manager; low-level concerns about the Manager will be reported to the Owner.

Dinton Pre-school will:

- ensure all staff are clear about what appropriate behaviour is (as set out in the Staff Behaviour Policy), and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- empower staff to share any low-level safeguarding concerns;
- provide a responsive, sensitive and proportionate handling of such concerns when they are raised, for both the child/ren and the adult; and,
- respond to reports of low-level concerns in accordance with our conduct procedures by addressing unprofessional behaviour and support the individual to correct it at an early stage. If the concern has been raised via a third party, the Manager will collect as much evidence as possible by speaking:
  - directly to the person who raised the concern, unless it has been raised anonymously;
  - to the individual involved and any witnesses.

Reporting low-level concerns helps to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour are constantly lived, monitored and reinforced by all staff.

Staff are encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they

have behaved in such a way that they consider falls below the expected professional standards.

All low-level concerns will be recorded in writing, retained and reviewed to help recognise any weakness in the school safeguarding system so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

### ***Whistleblowing***

All staff, parents/carers can raise concerns about poor or unsafe practice and potential failures in the Pre-school safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Staff Behaviour Policy, are in place for such concerns to be raised with the Manager.

If a staff member feels unable to raise an issue with the Manager or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline  
Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- The Owner: **Alison Hope-Jones**

### ***Escalation of concerns***

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. In such cases the SVPP Case Resolution Protocol is used if necessary.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

### ***Record keeping and information sharing***

The Pre-school:

Liaises with partner organisations (other settings, Wiltshire Council, Virgin Care) to ensure any safeguarding records for learners are shared on transition:

- by the setting previously attended by the child.
- by our DSL when the child leaves our school.

For any child dual-registered with another setting, the Pre-school continues to be responsible for the safeguarding of the placed pupil thus the DSL will regularly liaise with the DSL at that base to ensure information is shared in the child's best interests.

- keeps clear and comprehensive written records of all children's safeguarding and child protection concerns using a standard recording form, with a body map, including how the concern was followed up and resolved as well as a note of any action taken, decisions reached and the outcome.
- ensures all children's safeguarding and child protection records are kept securely in a locked location.
- ensures the records incorporate the child's voice.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2018) and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention. Information about children at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a child is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children's Social Care. We follow this up by contacting Children's Social Care directly.

### ***Visitors***

All visitors complete a signing in/out process, wear a Pre-school ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in school.

Scheduled visitors in a professional role (e.g. Ofsted inspector, Nurse, Health visitor, Speech & language Therapist) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at pre-school. Careful consideration is given to the suitability of any external organisations.

If the visit is unscheduled and the visitor is unknown to the pre-school, we will contact the relevant organisation to verify the individual's identity, if necessary.

### ***Off site visits and exchange visits***

We carry out a risk assessment prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in the SVPP flowcharts as appropriate.

## **Mandatory procedures – Supporting children**

### ***A culture of listening to children***

We have a whole school approach to listening to children and create an environment where children feel safe to share their concerns and worries and know they will be taken seriously. These systems operate with the best interests of the child at their heart.

### ***Curriculum***

Our children access a broad and balanced curriculum that enable children to be strong, resilient and listened to.

### ***Remote learning***

If the school is required to change the way provision to children is offered due to exceptional circumstances e.g. during a pandemic lockdown, self-isolation, staff responsibilities to



remain alert to the signs and risks of abuse to children will continue to apply. In such circumstances:

The DSL will:

- work closely with social care and partner agencies to support children in these circumstances and to identify children who may be at risk for the first time and/or benefit from additional support
- use specific local and national guidance about safeguarding in such circumstances to inform practice and will ensure staff, children, and families are provided with written:
  - amended DSL arrangements as required (names, location and contact details)
  - amended procedures for reporting concerns
  - safeguarding training arrangements
  - timescales for such changes so that all families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

We will continue to support parents/carers offer during such circumstances, to promote children's personal, social emotional and physical development.

### ***Early help***

At Dinton Pre-school, all our staff can identify children who may benefit from early help as a problem emerges and discuss this with the D/DSL.

The D/DSL uses:

- The Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child's needs.
- The Multi-Agency Thresholds guidance for Safeguarding Children on the Safeguarding Vulnerable People Partnership (SVPP) website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.
- Liaises with Wiltshire SEND service

### ***Children with Special Education Needs and Disabilities (SEND) or physical health issues***

Children with additional needs or certain health conditions face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the children's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in children with SEND, including communication barriers. Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying (including prejudiced-based bullying).

### ***The use of 'reasonable force' in Pre-school***

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to be restrained to prevent injury to themselves or others. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child to a safe place by the arm to a quiet/safe place. If 'reasonable' force has been used for any of the reasons above,

parents/carers are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible, which states clearly when and how parents were informed.

All staff will follow our Promoting Positive behaviour policy and support children to manage emotions, develop a positive sense of self and begin to learn how to co-operate and resolve conflicts peacefully to reduce the need for 'use of reasonable force.' Staff will work in collaboration with parents/carers to plan positive, proactive behaviour support which may include support plans and referral to specialist agencies to support the child.

### **Mandatory procedures – Specific forms of abuse and safeguarding issues**

#### **▪ Definition and indicators of abuse and neglect**

What to do if you are worried a child is being abused (2015) defines the different types of abuse and describes signs that may be indicators of abuse or neglect.

#### **Physical abuse**

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms or deliberately induces illness in a child.

Indicators of physical abuse:

- Children with frequent injuries of any form
- Children with unexplained or unusual fractures or broken bones
- Children with unexplained
  - Bruises/cuts
  - Burns/scalds
  - Bite marks

Although bruising is the most common presenting feature of physical abuse, especially to non-mobile children, we understand that the pattern and location of bruising may be a better indicator to use. Bruises should never be interpreted in isolation but must always be recorded to form a wider picture.

- Any bruising, fractures, bleeding or other injuries such as burns should be a cause for concern
  - Accidental bruising is generally found on bony prominences and on the front of the body.
  - Accidental bruising is rarely found on the back, buttocks, abdomen, upper limbs and soft tissue areas such as cheeks, ears and palms and soles of the feet
- Patterns of bruising suggestive of physical abuse include;
  - Bruising or injuries in babies or non-mobile children
  - Bruises in soft tissue areas away from bony prominences
  - Bruises to the face, back, abdomen, arms, buttocks, ears or hands
  - Multiple or clustered bruising
  - Imprinting of petechiae (small red or purple spots caused by broken blood vessels)
  - Symmetrical bruising (i.e. finger marks on both arms)



## **Emotional abuse**

The persistent emotional maltreatment of a child thus causing severe/adverse effects on the child's emotional development. This may involve conveying to the child that they are worthless/unloved, inadequate, or valued only so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploring and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another and it may involve serious bullying (including cyber-bullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Indicators of emotional abuse:

- Children who are excessively withdrawn, fearful or anxious about doing something wrong
- Parents/carers who withdraw their attention from their child
- Parents/carers blaming their problems on a child
- Parents/carers who humiliate their child e.g. name calling

## **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration, and non-penetrative such as kissing, rubbing or touching. It may also include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to act in sexually inappropriate ways or grooming a child in preparation for abuse. Sexual abuse is not solely performed by adult males, women can also commit acts of sexual abuse, as can other children.

Indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age
- Children who use sexual language or have sexual knowledge you wouldn't expect them to have
- Children who ask others to behave sexually or play sexual games
- Children with physical sexual health problems, including soreness, sexually transmitted infections/urinary tract infections and pregnancy

## **Child sexual exploitation (CSE)**

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online.

Indicators of CSE:

- Children who appear with unexplained gifts or new possessions

- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time
- Children who regularly miss school or education or don't take part in education

### **Female genital mutilation (FGM) and forced marriage**

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM. We will report to the police any 'known' cases of FGM to the police as required by law.

Professionals need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. We are vigilant towards young mums, older sisters and other female family members as well as the children in our care.

There is a range of potential indicators that a child or young person may be at risk of FGM:

- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school
- The child may also talk about a special procedure/ceremony that is going to take place or a special occasion to 'become a woman'.
  - Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Indicators that FGM may already have occurred:

- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems
- Difficulty walking, sitting or standing, and look uncomfortable
- Spend longer than normal in the bathroom or toilet
- May complain about pain between their legs, or talk of something somebody did to them that they are not allowed to talk about

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of a child's basic emotional needs.

Indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe
- Children who are left hungry or dirty
- Children who are left without adequate clothing, e.g. not having a winter coat

- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence
- Children who are often angry, aggressive or self-harm
- Children who fail to receive basic health care
- Parents who fail to seek medical treatment when their children are ill or are injured

Dinton Pre-School recognises other safeguarding issues which may occur including child sexual exploitation, child abuse linked to spirit possession, breast-ironing, bullying, cyber crime and cyber bullying, prejudice-based bullying, peer on peer abuse, domestic violence, drugs, fabricated or induced illness, faith abuse, forced marriage, gangs and youth violence, gender based violence/ violence against women and girls, mental health, extra-familial abuse and threats, abuse of disabled children, homophobic/biphobic/transphobic bullying, radicalisation and trafficking. The impact of new technologies on sexual behaviour, for example 'sexting', and accessing pornography, substance misuse and poor parenting, particularly in relation to babies and young children. Dinton Pre-School will endeavour to identify and act upon any forms of abuse according to our procedures.

### ***Serious violence***

Our curriculum includes promoting conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive.

Staff are trained to recognise both the early warning signs of contextual risks and that children and their families may be vulnerable to exploitation and getting involved in gangs as well as indicators that children and their families are involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

### ***Missing children and children missing education***

Staff report immediately to the D/DSL, if they know of any child who may be:

- Missing – whereabouts unknown or
- Missing education –where a child has 10 days or more of continuous absence from pre-school or has left suddenly with an unknown destination.

The DSL shares any unexplained absence of children who have an allocated social worker within 24 hours.

Children who do not attend settings regularly can be at increased risk of abuse and neglect. Where there is unexplained absence, and

- after reasonable attempts have been made to contact the family without success, the DSL follows the SVPP procedure and consults/refers to the MASH team as appropriate.
- there are no known welfare concerns about a pupil, we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service.

### ***Emotional wellbeing***

All staff are aware that any changes in children's, emotions or behaviour can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff understand that:

- abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how
- these experiences can impact on children's emotional well-being, behaviour and development.

- they have a duty to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing emotional difficulties.
- if staff have an emotional well-being concern about a child that is also a safeguarding concern, they will report this concern using the agreed reporting mechanisms.

### ***Domestic abuse***

Staff understand that domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional harm.

The DSL liaises with partner agencies as part of 'Encompass' in Wiltshire. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

### ***Preventing radicalisation***

Protecting children from the risk of radicalisation is part of wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.

Staff use their judgement in identifying pupils who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a child. The D/DSL will always act proportionately and this may include making a Prevent referral to the Channel support programme or to the MASH.

Recognising Extremism - early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Social isolation
- Being quick to condemn those who disagree and ignoring views that contradict their own
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations
- Out of character changes in dress, behaviour and peer relationships

### ***Lock down/terrorist threat procedures***

In the event of a serious threat to the school or in the nearby vicinity the school will follow the procedure below:

- ANY member of staff who deems there to be as serious threat to the pre-school will raise the alarm. This can be done: using the panic alarm in the office or conservatory, using a walkie talkie or shouting the safe word (not stated in this document for security).
- Members of staff will calmly move their children into the main pre-school building, into their usual classroom and get them to sit down quietly.
  - Staff who are out of the main playgrounds (in the park, in the fields, on the plant nursery or by the chickens) will be informed using the safe word via walkie talkie. These staff members should gather their children and find a sheltered position and keep quiet awaiting further instructions.
- The registers should be checked to ensure that all children are accounted for.

- All exterior doors and windows should be closed and locked. The manager (or deputy if the manager is not at the setting) is responsible for ensuring all doors are secured.
- The most senior member of the management team will phone the police via 999. The phone line will then be kept clear.
- All staff to keep calm and support the children. All pre-school staff will follow direction from the police. No staff member will attempt to communicate with any person posing a threat to the pre-school.
- Positioning of the children will be individual to the scenario – but children will be kept away from windows and doors. The office, meeting room, sunshine room and conservatory are not appropriate areas.
- Once the police and the manager agree that the pre-school is safe all parents will be informed of the situation.
- Support will be offered to all staff and children if necessary after such an event.

### **Staff training**

#### ***Induction***

The welfare of all our children is of paramount importance. All staff including regular volunteers are informed of our safeguarding policy and procedures including online safety, at induction.

Our induction for staff also includes:

- Confirmation of the conduct expected of staff within the Pre-school – our Staff Behaviour Policy
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

#### ***Safeguarding training***

This training is for all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding.

In addition, all staff members receive safeguarding and child protection updates (for example, via email and staff meetings) as necessary and at least annually.

#### ***Advanced training***

The D/DSL has additional multi agency training which is updated every two years as a minimum. Their knowledge and skills are refreshed at least annually e.g. via e-bulletins or safeguarding networking events with other D/DSLs.

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

#### ***Preventing Radicalisation***

All staff undertake Prevent awareness training.

#### ***Staff support***

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with the Manager/Deputy Manager and to seek further support as appropriate.

## Safer Recruitment

### Advertising

- We use reputable newspapers and websites to advertise for any vacancies.
- We ensure that recruitment literature includes details of our equal opportunities policy and our safe recruitment procedures; including an enhanced DBS check and independent references for every new employee.

### Vetting and staff selection

- Staff are expected to disclose convictions, cautions, court order, reprimand and warnings which may affect their suitability to work with children.
- We follow the requirements of the Early Years Foundation Stage and Ofsted guidance on checking suitability of all staff and volunteers.
  - This includes Data Barring Services checks and references.
  - Where an individual is subscribed to the DBS Update Service, we will carry out a status check on their certificate and check their identity.
    - We obtain verbal consent to carry out on going checks to the certificate is up to date.
  - We keep records relating to employment of staff and volunteers, in particular those demonstrating suitability checks have been completed.

### Interviewing

- We shortlist all suitable candidates and ensure all applicants receive correspondence regardless of whether they are successful in reaching the interview stage or not.
- All shortlisted candidates will receive a job description, a person specification, an equal opportunities monitoring form and a request for identification prior to the interview
- The manager will decide the most appropriate people for the interview panel. There will be at least two people involved and both are involved in the overall decision making (usually the manager and owner)
- All candidates reaching the interview stage are questioned using the same set criteria and questions.
  - These cover specific areas of childcare, including safeguarding the children in their care, planning suitable activities to enhance the child's development and their understanding of the legal frameworks applied to childcare and used in the nursery.
  - The questions will be value based and will ensure the candidate has the same values as the setting with regards to the safety and welfare of the children in their care.
- Candidates will be given a score for their answers including a score for their individual experience and qualifications.
- The owner, manager and deputy will then select the most suitable person for this position based on these scores and their knowledge and understanding of the early years framework as well as the needs of the setting.
- Every candidate will receive communication from the nursery stating whether they have been successful or not. Unsuccessful candidates are offered feedback.

### Staff checks and references

- The owner and manager are Safer Recruitment trained staff members, and one of them is always on the interview panel.



- We practice safer recruitment in checking the suitability of staff and volunteers to work with children.
- We use Ofsted guidance on obtaining references, identity checks and enhanced criminal record checks through the Data Barring Service for staff and volunteers who will have unsupervised access to the children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.
- Prospective staff are given the opportunity to disclose any previous convictions which may affect their employability.
- All prospective staff members must provide two written references from previous employers or college tutor; these are both followed by a phone call from the manager/deputy to confirm details.
- Every job offer will be subject to suitable checks and references.
- Potential staff will provide Dinton Pre-School with proof of their identity and proof of their eligibility to work in the UK if necessary.
- All staff will have an enhanced DBS check prior to starting their employment.
  - We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check.
- New starters are required to sign to state that they have no criminal convictions, court orders or any other reasons that disqualify them from working with children or unsuitable to do so.
- Staff qualifications will be checked prior to employment and copies taken.

### **Starting Work**

- Prior to starting work the staff member receives their job description so they have an idea of what their role entails.
- If possible, the staff member will attend the setting prior to starting to work.
- All new members of staff will undergo an induction period.
- New staff will not be part of the adult to child ratios until both the staff member and manager agree that they are ready.
- All staff have a probationary period of up to 3 months – this may be extended at the manager's discretion.

### **Induction**

- We have an induction plan for all new staff, students and volunteers which includes the following:
  - Introductions to all staff, volunteers and managers.
  - Familiarising with the building, health and safety and fire procedures.
  - Ensuring our policies and procedures have been read and are carried out.
  - Introduction to parents, especially parents of allocated key children, where appropriate.
  - Familiarising them with confidential information where applicable in relation to any key children.
  - Details of the tasks and daily routines to be completed.
- Every staff member has a job description which clearly set out their responsibilities, the induction period will allow the staff member to familiarise him/herself with all aspects of their job description.
- The induction period lasts for at least 4 weeks.
  - The deputy/manager supervises and inducts new staff and volunteers.

- The new member of staff will have regular informal meetings with the manager and to discuss their progress.
- During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
- All staff complete safeguarding, manual handling and food hygiene training as part of their induction.
- Successful completion of the induction forms part of the 3 month probationary period.

### **Training and staff development**

- Our manager holds a BA in Early Years and the deputy holds a Cache NVQ Level 3 and Forest Schools level 3. All regular staff working with the children hold a level 3 certificate or above.
- We provide regular in-service training to all staff - whether paid staff or volunteers - through the Pre-school Learning Alliance and Wiltshire County Council
- We support the work of our staff by daily liaison and by holding annual appraisals.
- We offer opportunity and support for staff to achieve a high level of morale and motivation to further their learning.
- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable children to flourish
- The owner and manager have an open-door policy and staff are welcome to speak to them at any time.
- We provide opportunity for delegation based on skills, experience and expertise to offer recognition and empower staff.
- Staff are encouraged to contribute ideas for change during regular staff meetings.
- Staff are always encouraged to further their own learning and attend training courses.
  - Once completed, the staff are encouraged to cascade their learning to other staff members to aid team work and spread new ideas around the setting.

### **Appraisals and Supervision**

- We have an open door policy so that staff feel they can approach the owner, manager or deputy at any time to discuss questions or queries and can request an informal or formal meeting at any point.
- It is the responsibility of the manager to plan time to ensure that all staff have the appropriate reviews and supervisions.
- Staff have a responsibility to ensure that they are available for supervision meetings and that the necessary paperwork is completed.
- Information shared in supervision sessions is confidential.
- Each half term staff have an informal supervision meeting with the manager
  - A peer review session is undertaken and the staff member is asked to think about their performance
  - A informal meeting is then held with the manager and aims to encourage staff to identify strengths and weakness which could be improved upon.
  - Staff are asked to think of the termly performance prior to the review and
  - Long and short term targets are set during the review.
- Every year all staff members will have a formal appraisal with the manager
  - An appraisal template is followed for consistency across all staff.
  - Prior to the appraisal meeting staff are asked to complete a self-appraisal and reflect on their practice for the year.
  - A meeting with the manager will then follow to discuss strengths, areas to be developed and any training to be undertaken.
  - A plan will be developed and will set out who is responsible for what and the time frame.



- Supervision meetings also offer regular opportunities for members of staff to raise any changes in their personal circumstances that may affect their suitability to work with children.
  - This should include any incidents resulting in a reprimand, caution or prosecution by the police, any court orders, changes to their health.
  - These changes are recorded as a declaration on the individual member of staff's supervision form and appropriate action is taken, where applicable.
- The supervision process will be evaluated through staff feedback and is used as part of the overall performance monitoring system.
- If staff do not meet the targets agreed in the term after which they were set the manager reserves the right to start the disciplinary process.

## **Safety Checks**

### **Daily Checks**

Staff complete daily checks of all playground areas and all rooms prior to the children arriving at the setting. This ensures that all surfaces, equipment, toys and resources are fit for purpose and safe for the children. Daily check sheets are used so that staff are aware of certain areas that they need to pay close attention to. Staff in each room are responsible for checking the area they are working in and the toys/resources they use throughout the day. All staff are responsible for reporting any issues to the manager.

### **Security**

Staff check that the pre-school boundary is secure before the pre-school opens and that gates are secured by bolt and keypad (if applicable). Fences are checked termly for rotting wood, broken slats and weak areas which may cause an insecure perimeter. No unauthorised adults are allowed access to the pre-school grounds during opening hours. Authorised visitors must sign in and visibly wear the visitor's lanyard. Visitors must be accompanied by a member of staff at all times.

### **Electrical equipment**

All electrical cables are kept out of the reach of children wherever possible and shielded by furniture where they need to be at floor level. Electrical sockets are all risk assessed and socket covers are in place to ensure the safety of the children. All electrical equipment is tested annually by a qualified electrician.

### **Dangerous substances**

All dangerous substances including chemicals are kept in areas out of children's reach. Chemicals kept in the kitchen are in high cupboards out of reach. All substances are kept in their original containers with their original labels attached. Safety Data Sheets (Control of Substances Hazardous to Health (COSHH)) and risk assessments must be kept for all substances and the appropriate personal protection taken and used e.g. gloves, apron and goggles.

### **Hot drinks**

Hot drinks may be consumed near the children but they must be placed in a safe location eg. on window sills out of reach of the children and lidded thermal cups must be used at all times.

### **Water supply**

Fresh drinking water is always available and accessible to all children, staff and visitors. Parents are also advised to provide a water bottle for children to have with them at all times. All hot water taps are thermostatically controlled to ensure that the temperature of the water does not exceed 40°C.

## **Separated Families**

At Dinton Pre-School we recognise that when parents separate it can be a difficult situation for all concerned. We understand that emotions may run high and this policy sets out how we will support all parties including our staff team. The key person will work closely with the parents to build close relationships which will support the child's/children's emotional wellbeing and report any significant changes in behaviour to the parent. Parents will be signposted to relevant services and organisation for support for the whole family.

## **Parental responsibility**

While the law does not define in detail what parental responsibility is, the following list sets out some of the key features of someone holding parental responsibility. These include:

- Providing a home for the child.
- Having contact with and living with the child.
- Protecting and maintaining the child.
- Choosing and providing for the child's education.
- Determining the religion of the child.
- Agreeing to the child's medical treatment.
- Naming the child and agreeing to any change of the child's name.
- Accompanying the child outside the UK and agreeing to the child's emigration, should the issue arise.
- Being responsible for the child's property.
- Appointing a guardian for the child, if necessary.
- Allowing confidential information about the child to be disclosed.

If the parents of a child are married to each other at the time of the birth, or if they have jointly adopted a child, then they both have parental responsibility. Parents do not lose parental responsibility if they divorce, and this applies to both the resident and the non-resident parent.

This is not automatically the case for unmarried parents. According to current law, a mother always has parental responsibility for her child. However, a father has this responsibility only if he is married to the mother when the child is born or has acquired legal responsibility for his child through one of these three routes:

- By jointly registering the birth of the child with the mother.
- By a parental responsibility agreement with the mother.
- By a parental responsibility order, made by a court.

## **Pre-School registration**

During the registration process we collect details about both parents including who has parental responsibility and who the child normally lives with, as this will avoid any future difficult situations. It is also important that we have information about other important people in the child's life such as step-parents and partners of mummy/daddy.

We request these details on the child registration form. If a parent does not have parental responsibility, or has a court order in place to prevent this, we must have a copy of this documentation for the child's records.

If a child is registered by one parent of a separated family, we request disclosure of all relevant details relating to the child and other parent such as court orders or injunctions. This will make sure we can support the child and family fully in accordance with the policy set out below.

**We will:**

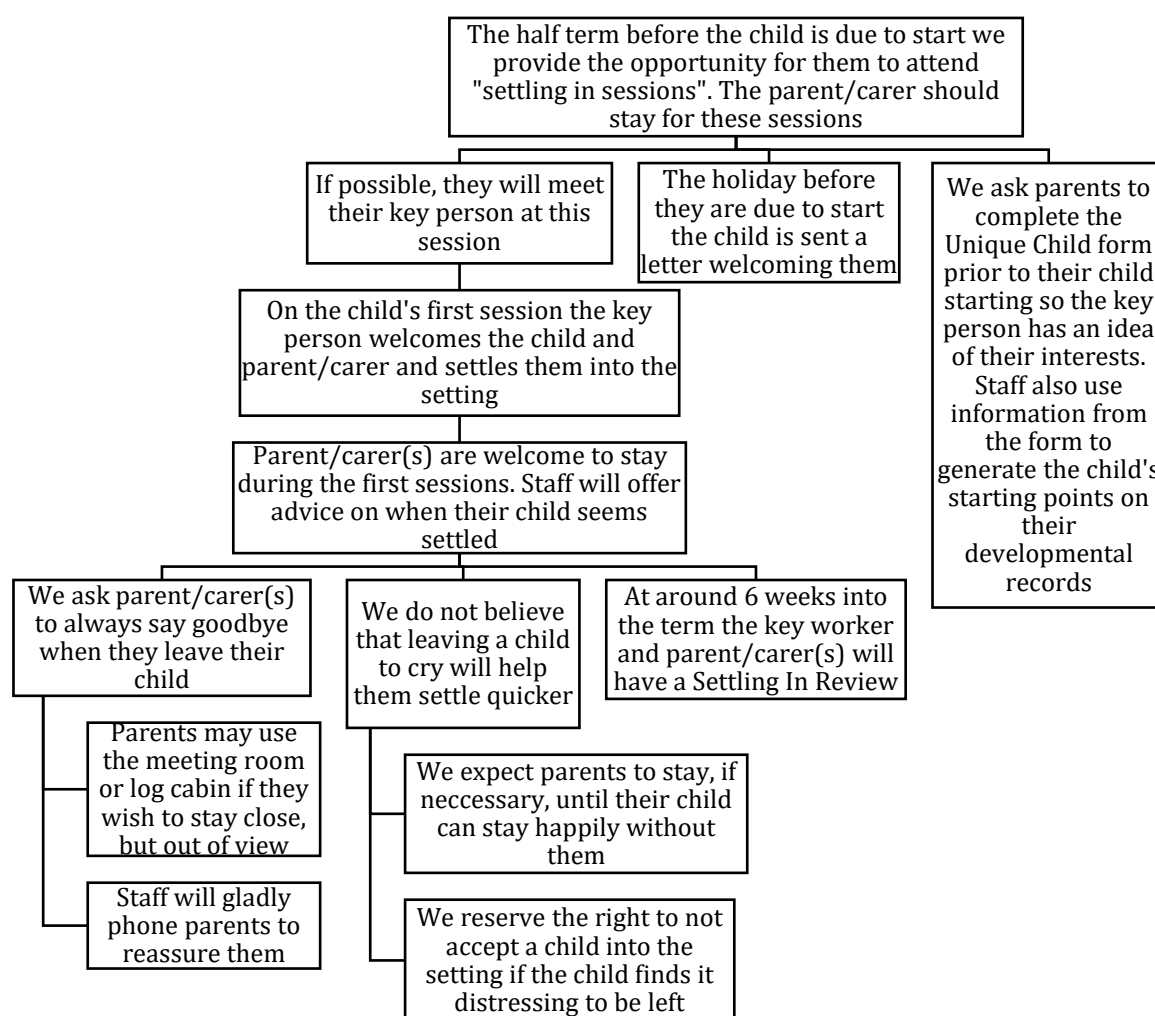
- Ensure the child's welfare is paramount at all times they are in the pre-school.
- Comply with any details of a court order where applicable to the child's attendance at the pre-school where we have a copy attached to the child's file.
- We will provide information on the child's progress, e.g. learning journeys, progress checks within the pre-school, to both parents (if requested) where both hold parental responsibility.
- Ensure any incident or accident within the nursery relating to the child is reported to the person collecting the child.
- Ensure that all matters known by the staff pertaining to the family and the parent's separation remain confidential.
- Ensure that no member of staff takes sides regarding the separation and treats both parents equally and with due respect.
- Comply with any details of a court order where they are applicable to the pre-school's situation, provided the setting has a copy attached to the child's file
- The setting cannot restrict any parent with responsibility unless a formal court order is in place, we respectfully ask that parents do not put us in this position

**We ask parents/carers to:**

- Provide us with all information relating to parental responsibilities, court orders and injunctions.
- Update information that changes any of the above as soon as practicably possible.
- Work with us to ensure continuity of care and support for your child.
- Not involve pre-school staff in any family disputes, unless this directly impacts on the care we provide for the child.
- Talk to the manager/key person away from the child when this relates to family separation in order to avoid the child becoming upset. This can be arranged as a more formal meeting or as an informal chat.
- Not ask the pre-school to take sides in any dispute. We will only take the side of your child and this will require us to be neutral at all times.
- Ensure the pre-school has up to date telephone contact details
- Ensure that your child is signed in each session with details of who will be collecting each day.

## Settling in to Pre-School

We aim to make the pre-school a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families. The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are



## **Sick or Infectious Children**

### **Children who are sick or infectious**

- Parents are asked to keep their children at home if they have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach. They are asked to inform the school as to the nature of the infection, so that the school can alert other parents/carers if necessary, and make careful observations of any child who is unwell.
- Parents/carers are requested not to bring into the Pre-school any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last episode.
- The pre-school can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- If children appear unwell during the day – a parent will be called and asked to collect the child, or send a known carer to collect on their behalf.
  - While waiting to be collected the child will wait in a quiet, calm area with a staff member.
  - Parents/carers are reminded to keep the school informed of all contact numbers and emergency contact numbers and to remember to update them regularly.
- If the child has a temperature they will be kept cool by removing top clothing and plenty of water will be available to avoid dehydration.
- In extreme cases of emergency the child should be taken to the nearest hospital and the parent informed. All parents are requested to complete a 'Removal by Ambulance' form in the case of an emergency.
- The setting has a list of excludable diseases and current exclusion times.
- If the children of pre-school staff are unwell, the child/ren will not accompany their parents/carers to work in the pre-school.
- Single use vinyl gloves are worn when cleaning any cuts or open sores and, whether on adults or children, they are covered with a dressing.
- Spills of blood, urine, faeces or vomit are cleared using granules and/or a mild disinfectant solution and mops. Single use gloves will be used.
- The owner will ensure that the first aid kit is kept clean, replenished and replaced as necessary and includes a fever scan.

### **Reporting of 'notifiable diseases'**

- If a child or adult is diagnosed suffering from a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988, the GP will report this to the Health Protection Agency.
- When the setting becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and acts on any advice given by the Health Protection Agency.
- Parents will be informed via notices in the conservatory.

### **HIV/AIDS/Hepatitis procedure**

- HIV virus, like other viruses such as Hepatitis, (A, B and C) are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.
- All staff will be made aware of any children with a blood born infection using the Medical Information.

### **Nits and head lice**

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

### **Unwell children who need to attend hospital**

In case of a child being unwell and requiring hospital admission the pre-school manager/staff member will:

- Call for an ambulance immediately if the sickness is severe. DO NOT attempt to transport the child in a personal vehicle.
- Inform the manager immediately.
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital.
- Ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together.
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter.
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance.
- Staff may also require additional support following the accident, the manager will offer this as necessary.

## **Smoking, Drugs and Alcohol**

### **Smoking**

- Smoking is not permitted anywhere on the premises. This rule applies equally to staff, students, volunteers, children, parents/carers or any other visitors.
- All staff, parents and volunteers are made aware of our no-smoking policy.
- Staff who smoke do not do so during working hours. If any staff member is found smoking the disciplinary process will be started.
- Staff who smoke should not smoke anywhere if they are wearing their uniform as they should be positive role models in and out of the setting.

### **Medication**

- Any prescribed or non-prescribed drugs (such as paracetamol or insulin) required by staff must be kept well out of reach of the children at all times.
  - Ideally kept in the medicine cabinet in the kitchen.
  - Staff must inform the manager or deputy, if they are taking medication, especially if it may affect their ability to function effectively at work.
- See the Medication Policy for further details.

### **Alcohol/drugs**

- Alcohol will not be consumed on the premises during pre-school hours.
- Any abuse of drugs, alcohol or solvents will not be tolerated. If illegal drugs are found in staff possession, serious disciplinary action will follow, usually dismissal.
- If a member of staff, student or volunteer arrive at Pre-School under the influence of alcohol or non prescribed drugs and in the opinion of the manager or deputy is unfit for work s/he will be asked to leave the premises immediately.
  - The person will be considered unfit for work and the missed session will be recorded as sick leave.
  - Before returning to work there will be a meeting involving the manager, deputy and the person concerned.
  - The purpose of the meeting will be to discuss the events leading up to the incident, determining any additional support necessary and consequently following the appropriate disciplinary procedures.
- If any parent/carer arrives to pick up a child who appears to be under the influence of alcohol or drugs, Dinton Pre-School staff will not release the child into their care.
  - In this event, we will follow our Non-Collection Procedures to ascertain if a responsible adult can be contacted to collect the child.
  - Where an illegal act is suspected to have taken place, the police and Ofsted will be contacted (Ofsted: 0300 123 1231).
- There is to be no alarm caused to the children and at no time should the unfit person be responsible for any child(ren).



## **Supporting Children with Special Educational Needs Or Disabilities**

We believe that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

We are committed to working alongside parents to enable us to help the child to develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the pre-school's facilities.

Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents and any relevant professionals to establish if any additional action is required.

Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs; any way that this may affect his/her learning or care needs and any additional help he/she may need by:

- Liaising with the child's parents and, where appropriate, the child.
- Liaising with any professional agencies.
- Reading any reports that have been prepared.
- Attending any review meetings with the local authority/professionals.
- Observing each child's development and monitoring such observations regularly.

### **At Dinton Pre-School:**

- We have regard for the Department of Education 0-25 SEND Code of Practice, 2015
- We have a SEND Report available on our website and in the setting, detailing our provision at Dinton Pre-school.
- We ensure our provision is inclusive to all children with SEND and remove any barriers to learning.
- We support parents and children with SEND and enable them to take part in decision making.
- We identify the specific needs of children with SEND and meet those needs through a range of strategies.
- We collaborate with parents and partners in education, health and social care to meet individual children's needs.
- We take into account the views of children and their families.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.
- We help children to prepare for the future and achieve their full potential.

Fay Dent is our designated Special Educational Needs Co-Ordinator (SENCO).

The role of the SENCO is to take the lead in further assessment of the child's particular strengths and weaknesses; in planning future support for the child in discussion with other staff members; and in monitoring and subsequently reviewing the action taken. The SENCO should also ensure that appropriate records are kept including a record of children's SEN support and those with education, health and care plans. The practitioner usually responsible for the child should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Fay works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs practice and policy of the nursery, always making sure plans and records are shared with parents.

### **Special Educational Needs and Disability Code of Practice**

Dinton Pre-School has regard for the statutory guidance set out in the SEND Code of Practice (Department of Education 2015) to identify, assess and make provision for children's special educational needs.

In accordance with the Code of Practice, Dinton Pre-School staff will undertake a Progress Check of all children at age two. The child's key person will also undertake an assessment at the end of the Early Years Foundation Stage (in the final term of the year in which a child turns 5) to prepare an EYFS Profile of the child.

The Code of Practice recommends that, in addition to the formal checks above, the pre-school should adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. As mentioned above Fay Dent is our setting's SENCO and she will work alongside parents to assess the child's strengths and plan for future support. The SENCO will always ensure that appropriate records are kept according to the Code of Practice.

### **Procedures**

- We ensure that the provision for the children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to the children's special educational needs.
- We work closely with the parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special education needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children such as My Support Plan and My Plan Process
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We provide in-service training for parents, practitioners and volunteers.
- We provide a special room for 1:1 work/attention.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.

- We ensure the effectiveness of our special educational needs provision by collecting information from a range of resources eg IEP reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed.
- We provide a complaints procedure.
- We monitor and review our policy annually.

### **Staff Babysitting / Nannying for Children at the Pre-School**

At Dinton Pre-School we pride ourselves on being a family run business in a rural area, with many parents returning to us with subsequent children. Due to the strong links we build with parents they may, from time to time, ask staff members to babysit/nanny for their children out of pre-school hours. These will remain private arrangements between the individual staff member and the parents.

In this situation, the following policy and procedures will be adopted:

- The staff member will immediately declare to the manager, and prior to the arrangement starting.
  - The manager retains the right to prohibit the private arrangement if s/he feels it is inappropriate, or may negatively impact the Pre-School, staff member or child.
- Both the staff member and the child's parent(s) will sign a copy of this policy and this will be kept in the staff member's file and with the child's registration form.
- Dinton Pre-School is in no way responsible for these private arrangements.
- Confidentiality of employment must be adhered to and respected at all times.
  - Any breach of confidentiality by a member of staff regarding Dinton Pre-school, other staff members, parents or other children will be treated as a disciplinary offence.
- Parents should be aware that other adults associated with the staff member may not have Disclosure and Barring Service (DBS) clearance, and it may not be appropriate for them to care for children. It is for parents to satisfy themselves of the staff member's suitability to look after their children.
  - We have a rigorous recruitment procedure to ensure that we employ competent and professional members of staff. Additionally, all staff members have a supervisory meeting each term and have ongoing supervision, observation and assessment, to ensure that standards of work and behaviour are maintained. Although staff should maintain these standards outside of work, we have no control over their conduct outside of Dinton Pre-School, and consequently our duty to safeguard children does not extend to private arrangements between staff and parents outside of pre-school hours.
- Staff do, however, have a duty to report any safeguarding concerns in or outside of Dinton Pre-School and the same safeguarding procedures should be followed.
- Dinton Pre-School is not responsible for any health and safety, or other, issues that may arise from these private arrangements.
- Dinton Pre-School insurance does not cover staff members once they have left the premises.
- Any babysitting/nannying work must not interfere with staff members' working hours or affect their relationship with any children attending Dinton Pre-School.
- Allegations made against a babysitter would have no implication for the Preschool.
  - Staff should be aware that an incident whilst babysitting/nannying could have an impact on their suitability to work at the pre-school
- It will be the staff member's responsibility to ensure they have the appropriate insurance covering the use of their car for babysitting/nannying services, MOT and child restraints or child safety seats if they are transporting them in a car.

When the staff member is due to collect a child from the pre-school:

- The manager should be aware of the arrangement well before the staff member is due to collect the child from pre-school.
- The staff member should be named on the signing in/out sheet.

- The child should be booked into pre-school until the time that the staff member is due to finish working – this may mean extending the child's pre-school sessions.
  - Parents are liable for the extra payment incurred.
- If the staff member and child remain in the pre-school building, it is the staff member who is responsible for the child's wellbeing, including health and safety.
- The parent(s) and staff member should ensure that the appropriate car safety equipment is in place.
- If the staff member is not working but due to collect the child, they should remain in the conservatory and pick up the child as any other parent/guardian.
- If the child is unwell and the staff member is working, the parent(s) will need to collect their child from pre-school.

Where the manager assesses that the agreement is not working and/or there is an impact on the care of the children due to the staff member's relationship with the child the care for out of pre-school hours:

- The manager will consider moving the staff member and not the child. This will enable the child to be in the appropriate age group and to continue to forge consistent relationships with other children in this group.
- Where the staff member is in another room, there will be an agreement between the staff member and manager about contact with the child during the pre-school day.

## **Staff Behaviour**

### **Introduction**

Dinton Pre-school is committed to providing positive academic, social and emotional outcomes for our children, underpinned by a strong safeguarding ethos. We are equally committed to the welfare of our staff, who are expected to adhere to the highest standards of professional behaviour to maintain confidence and respect of the general public and colleagues.

We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2021)
- The procedures of Safeguarding Vulnerable People Partnership (SVPP)

**This policy applies to all staff and volunteers working at our school.**

### **Expectations**

All staff:

- are familiar with this policy and have an opportunity to contribute to its review.
- understand their responsibilities to safeguard and promote the welfare of children.
- are aware that failure to meet the standards of behaviour and conduct in this policy may result in disciplinary action. This includes dismissal, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity.

### **Mandatory Procedures**

#### **Confidentiality**

The sorting and processing of personal information is governed by GDPR (General Data Protection Regulations 2018) - see Data Protection Policy

Child records are shared with those who have a professional need to see them. When staff have access to confidential information about colleagues, children or their parents/carers, the staff must treat such information in a sensitive and confidential way, sharing it only in the interests of a child and when legally permitted to do so.

Staff will not use their position to gain access to information for their own advantage and/or a child's or family's detriment. Staff will not take any school documents/memory sticks away from school premises.

If a member of staff is concerned that a child is being abused, is at risk of being abused or may have been abused in the past, they will follow the agreed procedure set out in the flowchart 'What to do if you are worried about a child', displayed in the meeting room. See Safeguarding and Child Protection Policy.

If a member of staff is ever in any doubt about whether to share information or not, they should get advice from the designated safeguarding lead (DSL).

**Staff relationships with children and parents/carers**

All staff know that:

- They are in positions of trust in relation to all children and families on roll.
- They ensure that the power imbalance is never used for personal advantage or gratification.
- They avoid behaviour which might be interpreted by others as an abuse of the position of trust, and report any incident with this potential to the manager.
  - This includes sharing personal contact details with children or families.
- They have a legal duty to protect the interests of children and accept the obligations inherent in that responsibility.
- They must not establish or seek to establish social contact with children to secure a friendship or to pursue or strengthen a relationship.
- They must inform the manager of any pre-existing (prior to the member of staff or child starting at the school) or new relationship with a child or close family member, which they feel, might compromise the school or their own professional standing.
- they should disclose any relationship or association (in the real world or online) that may impact on the Pre-school's ability to safeguard pupils.
- 

Certain behaviours are at odds with a position of trust. These include, but are not limited to:

- Harassment or discrimination based on any characteristic protected by the Equality Act 2010
- Loss of personal civility including, personal attacks or insults, displays of temper (such as throwing objects), unwanted physical contact (pushing, shoving, hitting) or the threat of the same.
- Staff must not swear, blaspheme or use offensive language in front of children, nor use language which is discriminatory and demeaning in any way.

Such behaviours are disciplinary offences and may be referred MASH and/or the police.

**Communication with children and parents, including outside of the workplace**

We acknowledge that staff may have friendships and social contact with parents of children outside of the setting. Staff will not engage in conduct outside work that could damage their professional reputation or the reputation of the Pre-school community.

Any contact between staff and children and/or parents that is deemed to bring the pre-school into disrepute, or that might lead a reasonable person to question the staff member's motivation or intentions, will be investigated and could lead to disciplinary action.

Staff must not make sexual innuendos or any comments of a sexual nature to any pupil, nor make any comments trivialising alcohol or drug abuse.

Staff must inform the manager of any proposed or pre-existing arrangements between them and the families of children on roll that take place outside school. See Staff Babysitting Policy.

**Gifts, rewards, favouritism and exclusion**

Staff must:

- declare any gift they receive from a parent or child.
  - This does not include small tokens of appreciation such as end of term gifts.
- not give gifts to individual children.
- advise the manager about the offer of any gift or hospitality, from outside or inside the pre-school, which might be interpreted as an attempt to influence staff conduct towards children, parents or other employees.

**Physical contact – See Promoting Positive Behaviour, Nappy Changing and Intimate Care, Safeguarding and Child Protection, Accidents and Incidents and Manual Handling Policies**

Any physical contact will be in response to the child's needs, of limited duration and appropriate to their age, stage of development, gender, background and any agreed support or care plan.

The use of physical intervention including the use of reasonable force will always be in line with the following policies (Special Needs policy, Promoting Positive Behaviour policy)

Staff understand that:

- on a daily basis, it may be entirely appropriate and proper for staff to have physical contact with children and that they do so in ways appropriate to their professional role and in relation to the child's individual needs.
- some children are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others.
  - Whenever possible, adults seek the child's permission before initiating contact and are sensitive to any signs that the child may be uncomfortable or embarrassed.
- they have a responsibility to ensure the way they offer comfort to a distressed child is age appropriate.
- they must never touch a child in a way which may represent a misuse of authority or considered indecent.
- physical contact must never be secretive, or for the gratification of the adult.
- they should be aware of cultural or religious views about touching and be sensitive to the issues of gender.

If a member of staff believes that an action by them or a colleague could be misinterpreted, or if an action is observed which is possibly abusive, the incident and circumstances will be immediately reported to the Designated Safeguarding Lead (DSL) and recorded in writing. If appropriate, the manager will consult with the Designated Officer for Allegations (DOfA).

Staff understand that a child who has suffered previous abuse or neglect may associate physical contact with such experiences. They recognise that such a child may seek out inappropriate physical contact and know to deter the child sensitively to help them to understand the importance of personal boundaries. Staff know that they must never indulge in play that involves rough-and-tumble or fun fights.

Children with disabilities may require more physical contact to assist their everyday learning. The arrangements are understood and agreed by all concerned, justified in terms of the child's



needs, consistently applied and open to scrutiny. Staff always allow/encourage children, where able, to undertake self-care tasks independently.

If a child's behaviour presents a serious risk to themselves or others, a robust risk assessment and, where relevant, a physical intervention plan is always put in place and reviewed regularly. In all cases where physical intervention takes place, staff record the incident and subsequent actions and report these to the manager, DSL and the child's parents.

### **First Aid – See Accidents and Incidents and Medication Policies**

#### **One to One Situations**

Staff carefully consider the welfare needs of children when with them in a one to one situation.

All spaces in the setting are set up to allow any activity to be easily observed by other staff in the school. Windows and doors are kept partially clear from display materials to allow rooms to be overlooked. Internal doors remain open when practicable.

Staff will record any time a child has appeared upset/angry during a 1-1 session and will report this to the manager.

### **Educational Visits and After-School Activities – See Outings and Visits Policy**

Staff remain in a position of trust during pre-school activities that take place off the school site or out of school hours and so, they will ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

Organisers will conduct risk assessments and adhere to Health and Safety guidelines. Staff/child ratios will be specified, and the composition of groups of children and the supervising staff will be carefully planned to keep all children and staff safe.

Staff will always have another adult present in out of school activities, unless otherwise agreed with senior staff in the school.

### **Staff appearance – See Code of Conduct and Employment Policy**

Staff must dress smartly, in clothing appropriate to the role, compliant with professional standards and not likely to be viewed as offensive, revealing or sexually provocative. It should not distract, cause embarrassment or give rise to misunderstanding. Political slogans must be avoided.

Any staff with tattoos that might be viewed as offensive, provocative or likely to give rise to misunderstanding must ensure those tattoos always remain covered when that adult is working for the Pre-school.

### **The acceptable use of technologies- see E-safety Policy**

Staff must not engage in inappropriate use of social network sites which may bring themselves, or employer into disrepute. Staff should ensure that they adopt suitably high security

settings on any personal profiles they may have.

Staff must be circumspect in their use of **all** social media or any other web-based presence that they may have, including written content, videos or photographs, and views expressed directly or by association with websites/pages or posts established by others (e.g. 'liking', reposting or forwarding). This includes the use of dating websites where staff could encounter parents either with their own profile or acting covertly.

They must consider the long-term implications of any content published by them online, specifically how it might ever have an adverse effect:

- on their reputation as an individual working in an education setting
- their ability to maintain good professional boundaries with parents and with children
- on the reputation of the Pre-school.

Staff must not access any content from the internet on personal device during school hours, on the school site, or on a school computer or device at any time that could bring the Pre-school into disrepute or that might lead a reasonable person to question the staff member's motivation or intentions.

### **Photography and recording – See E-Safety and Record Keeping Policies**

Staff are not permitted to use their phones, cameras, smart technology, or any device that can be used for photographing or recording children, when on duty for any purpose. Phones are kept in the designated area. Any pictures taken of children by the school will be in accordance to the school Mobile phone and camera procedures (E-safety Policy)

Staff will not:

- take images of a child's injury, bruising or similar (e.g. following a disclosure of abuse)
- make audio recordings of a child's disclosure.

### **Concerns and allegations against staff (including volunteers and contractors)-see Safeguarding and Child Protection Policy**

If a member of staff is concerned about the behaviour of a person working or volunteering at the school (including contractors), they will follow the agreed procedure set out in the flowchart 'Allegation against adults', displayed in the meeting room See Safeguarding and Child Protection Policy (04/10/2021).

Dinton Pre-school operates a 'low-level' concerns policy in accordance with KCSIE. 'Low-level' refers to behaviour that is: inconsistent with expectations set out in this policy, including inappropriate conduct outside of work, and/or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the DOFA.

All concerns, no matter how small, will be shared responsibly and with the right person, recorded and dealt with promptly and appropriately. This will serve our commitment to create and embed a culture of openness, trust and transparency in which the pre-school's values and expected behaviour set out in this policy are constantly lived, monitored and reinforced by all staff.

'Low-level' concerns could include, but are not limited to:

- being over friendly with children;
- having favourites;

- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

We also encourage all staff to self-refer to the DSL where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

### **Whistleblowing – See Whistleblowing Policy**

All staff and volunteers are expected and encouraged to raise concerns about poor or unsafe practice and potential failures in the pre-school safeguarding regime. All staff within the pre-school who wish to raise an issue relating to the organisation with someone in confidence can use the following whistleblowing procedures:

In the first instance, concerns about poor or unsafe practice within must be raised with: **Fay Dent**

Where a staff member feels unable to raise an issue with **Fay Dent** or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- The Owner: **(Alison Hope-Jones)**
- Ofsted is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0300 123 3155 or email: [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk) if:
  - they think the concern will not be dealt with properly or
  - may be covered up or
  - if they raised a concern but it has not been acted upon or if they are worried they are being treated unfairly.

### **Training**

All members of staff and volunteers have read and signed to confirm they understand this Staff Behaviour Policy.

### **Induction**

The welfare of all children attending the pre-school is of paramount importance. All staff including volunteers are informed of this policy at induction and given the chance to question and discuss the expectations set out.

### **Staff support**

Work in pre-schools is both rewarding and demanding. We support staff by prioritising time in regular supervisions to discuss the challenges of their role linked to any aspect of this Staff Behaviour Policy with their manager and seek further support as appropriate.

### **Staff Working with Their Own Children / Close Relation**

We wish to support all employees in this position and request the member of staff meet with the manager to discuss the needs of all parties. It is generally not appropriate for staff to care for their own children or those of a close relative whilst working in the pre-school.

However, we recognise that this may not always be possible. We try to accommodate the wishes of any staff member with a child or close relative in the pre-school and come to an agreement which suits us all. This agreement is based on the following principles:

- Where staff work in the same room as their child or close relation, there is an agreed set of guidelines between the pre-school and the member of staff.
- The child is in another staff member's key group.
- During their time at Dinton Pre-School the child is in the care of the pre-school and it is the pre-school that retains responsibility for the child and their care.
- Where this agreement is not working or is impacting on the care of the child or other children in the room, the manager and member of staff will reassess the situation.
- Staff caring for another staff member's child will treat them as they would any other parent/child.
  - No special treatment will be offered to any child or parent who has connections with the pre-school.

Where the manager assesses that the agreement is not working and/or there is an impact on the care of the children in the room because of the staff member's relationship with their child or close relation:

- The manager will consider moving the staff member and not the child.
  - This will enable the child to be in the appropriate age group and to continue to forge consistent relationships with other children in this group.
- Where the staff member is in another room, there will be an agreement between the staff member and manager about contact with the child during the pre-school day.
  - Although we do not want to restrict a parent seeing their child, we must consider the room routine, staff to child ratios and the upset a visit may cause the child when their parent leaves the room again, or the other children in the room.
- If there are staff shortages resulting in the movement of staff, the staff member will be placed in a different room to that of their child or close relation, wherever possible.

## Student and Volunteer Placement

We welcome students to join our staff team and gain work experience within our setting.

- We supervise all students and volunteers at all times and do not allow them to have unsupervised access to children, or for them to provide intimate care.
- We take out employers' liability insurance and public liability insurance which covers both trainees and voluntary helpers.
- We require students and volunteers to keep to our all our pre-school policies.
- All students and volunteers must adhere to the Code of Conduct.
- We provide students & volunteers, at the first session of their placement, with a short induction on how our pre-school is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students & volunteers about the value of qualifications and training.

### Students

- We require students to meet the 'suitable person' requirements of Ofsted and enhanced Data Barring Service checks.
- We require schools placing students under the age of 17 years with the pre-school to vouch for their good character.
- The setting will only have one student on placement at a time.
- To maintain parent partnerships, parents will be informed when students are present in the setting for an extended period (more than two weeks).
  - Wherever possible a photograph of the student will be put up on the staff board in the conservatory.
- All students will be allocated a staff member to work with, usually the deputy manager.
  - They will discuss the expectations of their time at Dinton Pre-School and support them on their learning journey.
- Students who are placed in our pre-school are not counted in our staffing ratios.
  - Students who are placed for long periods - for example, a year - and trainee staff may be counted in our staffing ratios provided we consider them to be competent and they are DBS cleared.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We ensure that students & volunteers placed with us are engaged in bona fide early years' training which provides the necessary background understanding of children's development and activities.

### Volunteers

- All volunteers will be DBS checked prior to starting.
- All volunteers will complete basic Safeguarding training.
- All new volunteers will be allocated a staff member to work with, usually the deputy manager, with whom they will discuss the school day, the EYFS, record keeping, the policies and procedures and all expectations of their time at Dinton Pre-School.
- All students are encouraged to contribute fully to the pre-school routine and to spend some time in every area.
  - This will allow them to experience all areas of the setting

## Sun Protection

- We provide various shaded areas under purpose built all weather canopies outside all classrooms and in the summer extra sun shades are available.
- Children spend no more than 20 minutes outside during the hottest part of the day.
- Children are only allowed outside to play when they are wearing a hat during the summer months.
- The Pre-School has a stock of sun hats and will provide one when a child does not have their own.
- We follow individual care plans for specific children with additional needs.
- Parents are asked to send children to the pre-school in sensible clothing ie avoid vest tops or strappy dresses, especially when the child has fair skin or is prone to burning.
- At the beginning of the summer term we send a newsletter home, asking the parents/carers to put sun cream on their child prior to bringing them in to school.
  - Preferably using the long-lasting sun creams that are readily available from shops.
  - The school does not have a stock of sun cream, as some children and staff may have skin allergies, therefore parents/carers must provide and apply for their own child.
- Children are encouraged to drink cooled water more frequently throughout sunny or warm days and this will be accessible both indoors and out.
  - Parents are asked to provide a separate water bottle so that children always have ready access to water.
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun.

## **Transfer of Records to School**

We prepare records about a child's development and learning in the EYFS in our setting; in order to enable smooth transitions we share appropriate information with the receiving setting or school at transfer. Confidential records are also shared where there have been child protection concerns according to the process required by the Safeguarding Vulnerable People Partnership. Prior to transferring we will establish the lawful basis for doing so.

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

- Using the EYFS assessment of development and learning ensure the key person prepares a summary of achievements in the seven areas of learning.
- This record refers to any additional language spoken by the child.
- The record also refers to any additional needs that have been identified or addressed by the setting.
- The record also refers to any special needs or disability and whether a Common Assessment Framework was raised in respect of special needs or disability, whether there is a Statement of Special Educational Needs and gives the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence such as photos or drawings that the child has made.
- For transfer to school, most local authorities provide an assessment summary format or a transition record for the setting to follow.

### **Transfer of confidential information**

- The receiving school or setting will need to have a record of concerns (if applicable) that were raised in the setting and what was done about them.
- A summary of the concerns will be made to send to the receiving setting or school along with the date of the last professional meeting or case conference.
- Where a Common Assessment Framework (CAF) has been raised in respect of any welfare concerns the name and contact details of the lead professional will be passed on to the receiving setting or school.
- Where there has been a s47 investigation regarding a child protection concern the name and contact details of the child's social worker will be passed on to the receiving setting or school – regardless of the outcome of the investigation.
- This information is posted or taken to the school or setting, addressed to the setting or school's designated person for child protection and marked confidential.

## **Valuing Diversity and Promoting Inclusion and Equality**

Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children, staff and families.

At Dinton Pre-School we aim to:

- To provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- To include and value the contribution of all families to our understanding of equality and diversity.
- To provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- To improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Promote the British Values of democracy, rule of law, individual liberty and mutual respect and tolerance through everyday practice.
- To make inclusion a thread that runs through all of the activities of the setting.

## **Admissions – See Admissions Policy**

### **Adult Behaviour**

- We take against any discriminatory, prejudice, harassing or victimising behaviour by staff or parents seriously. Discrimination may be:
  - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;
  - indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
  - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
  - perception – discrimination on the basis that it is thought someone has a protected characteristic.
- We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia)
- Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

## **Employment and Training – See Employment and Staffing Policy**

### **Curriculum**

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

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



- Making the children feel valued and good about themselves.
- 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 eg recognising the different learning styles of girls and boys.
- Differentiating the curriculum to meet the children's special education needs.
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities.

We aim to reflect the diverse culture that we live in by:

- Positively reflecting the widest possible range of communities in the choice of resources.
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials.
- Celebrating a wide range of festivals.
- Creating an environment of mutual respect and tolerance.
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning.
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home language.

### **Valuing Diversity in Families**

- We welcome the diversity of family lifestyles and work with all families.
- We encourage the children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

### **Food – See Food, Drink and Healthy Eating Policy**

- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating and to respect the differences among them.

### **Monitoring and Reviewing**

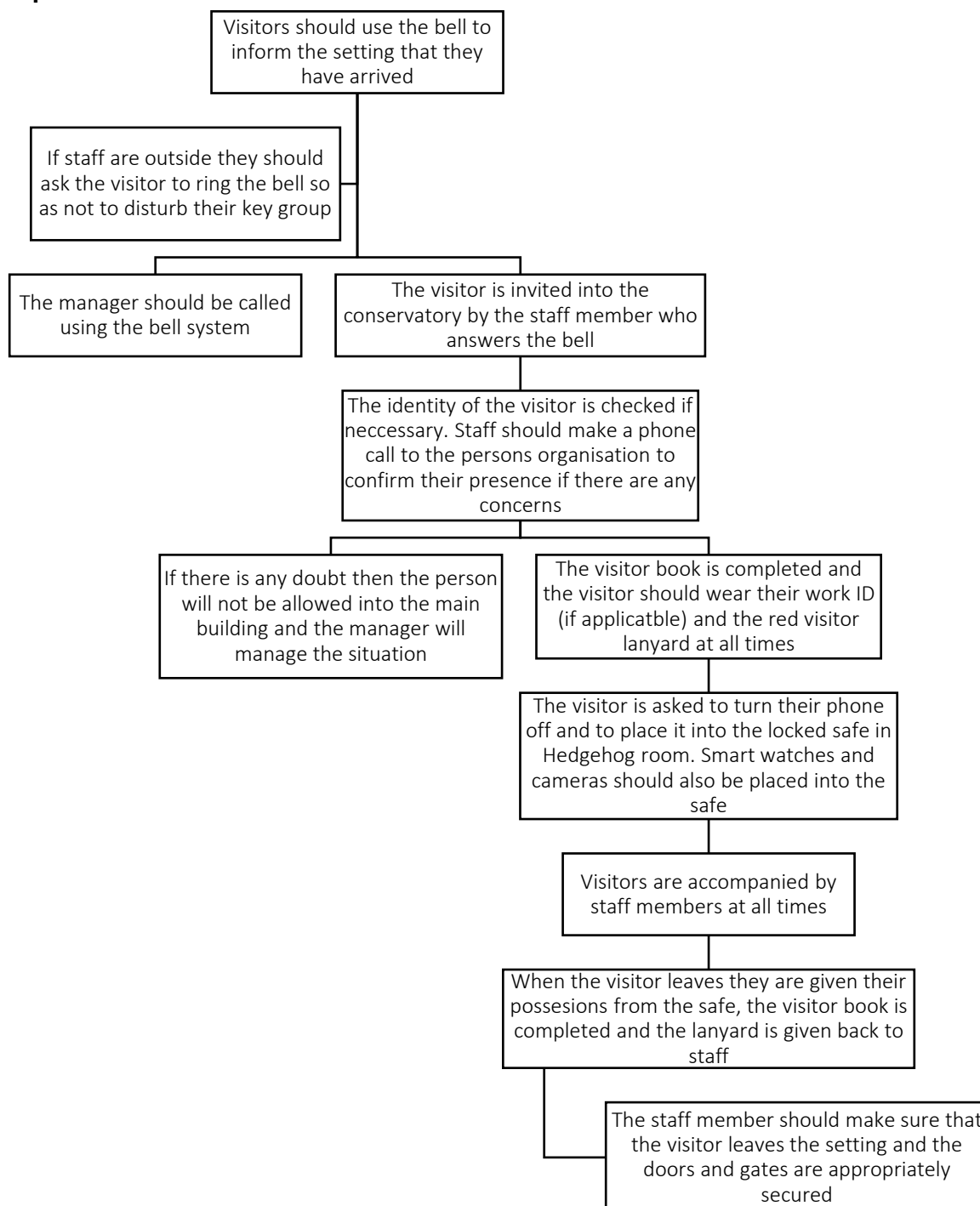
- To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

## Visitor

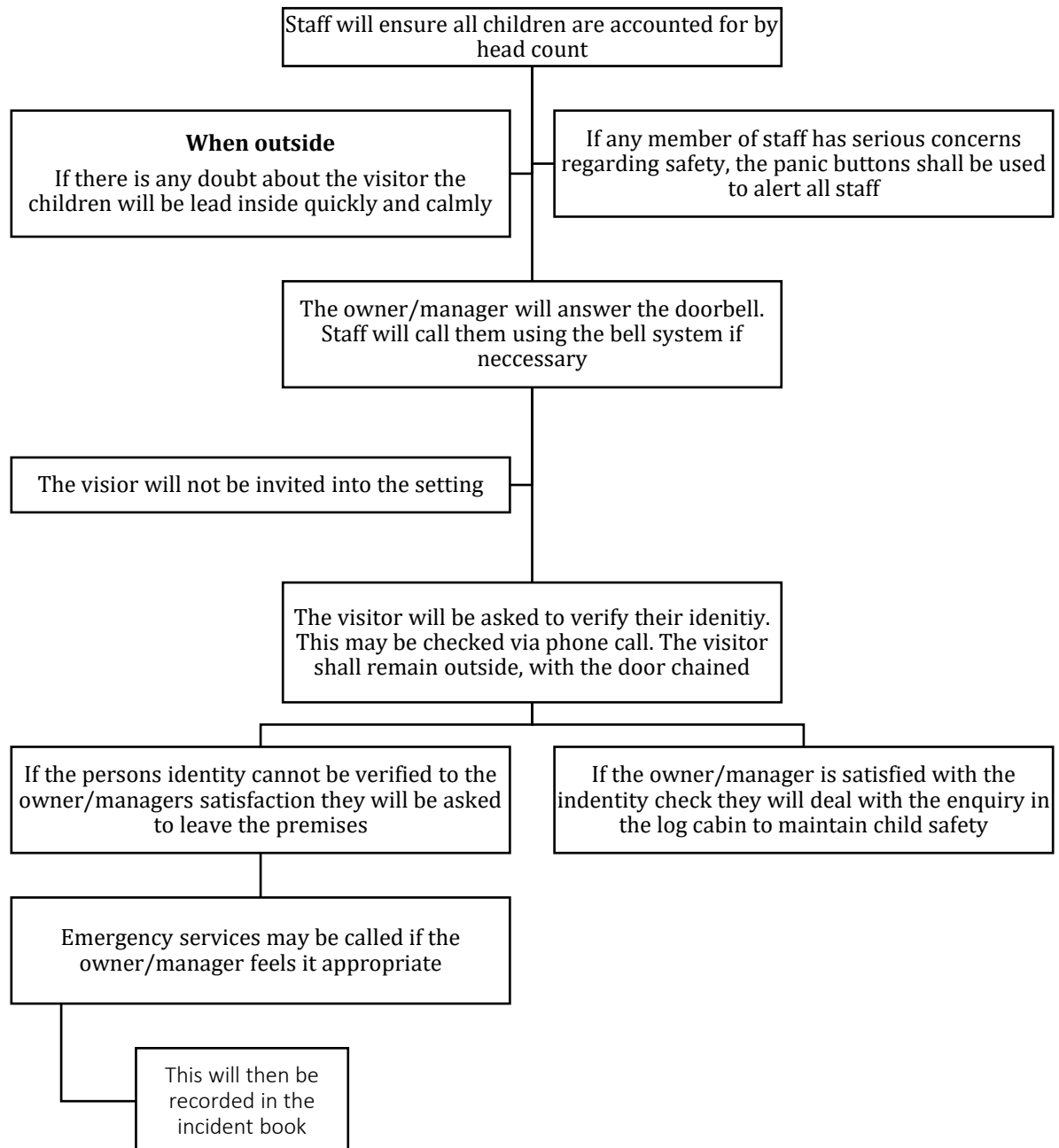
### Security

- The doors to the setting are locked so visitors cannot gain access unaccompanied.
- Parents, visitors and students are reminded not to hold doors open or allow entry to any person, whether they know this person or not.
- The pre-school will under no circumstances tolerate any form of harassment from third parties, including visitors, towards others, including children, staff members and parents. The police may be called in these circumstances.

### Expected Visitor



## Unexpected / Unknown Visitor



## Whistleblowing

### What is whistleblowing?

Whistleblowing is a term used when someone wishes to raise concerns about malpractice in their organisation, and the cover up of any of these. This is different from a complaint or grievance. It only applies when you have no vested interest and you are acting as a witness to misconduct or malpractice that you have observed.

### What to do if you have a concern

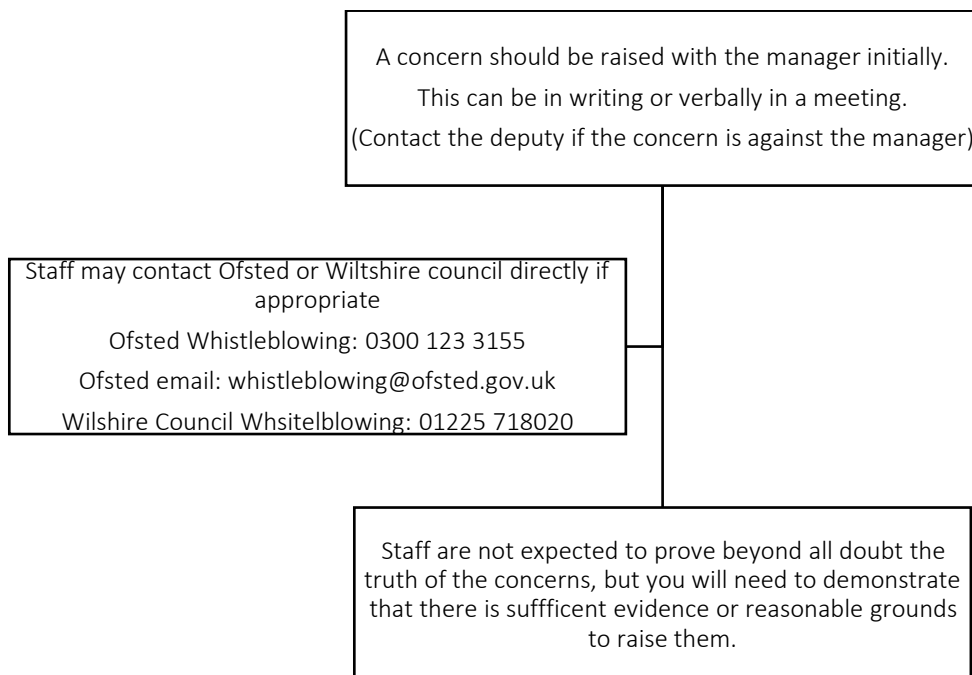
All concerns will be treated sensitively and with due regard to confidentiality and, where possible, every effort will be made to protect your identity if you so wish. Nevertheless, this information will need to be passed on to those with a legitimate need to have this information and it may be necessary for you to provide a written statement or act as a witness in any subsequent disciplinary proceedings or enquiry. This will always be discussed with you first.

This policy encourages you to put your name to your concern whenever possible. Please note that:

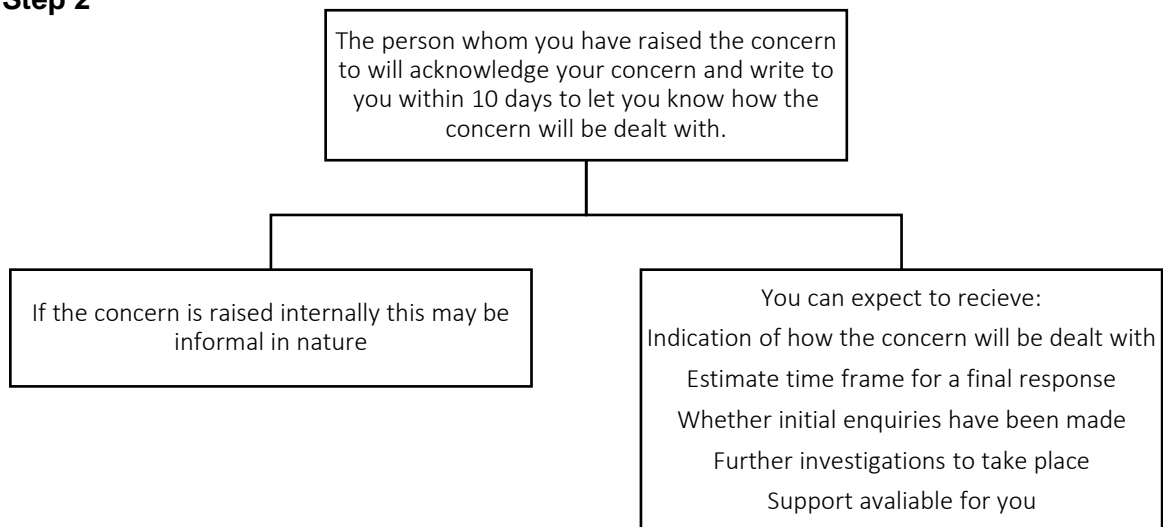
- Staff must disclose the information in good faith.
- Staff must believe it to be substantially true.
- Staff must not act maliciously or make false allegations.
- Staff must not seek any personal gain.

You must make a disclosure “in the public interest”; and in the circumstances it must be reasonable for you to make the disclosure. If there is an issue of an exceptionally serious nature which you believe to be substantially true, then you may disclose the issue to someone other organisation such as police.

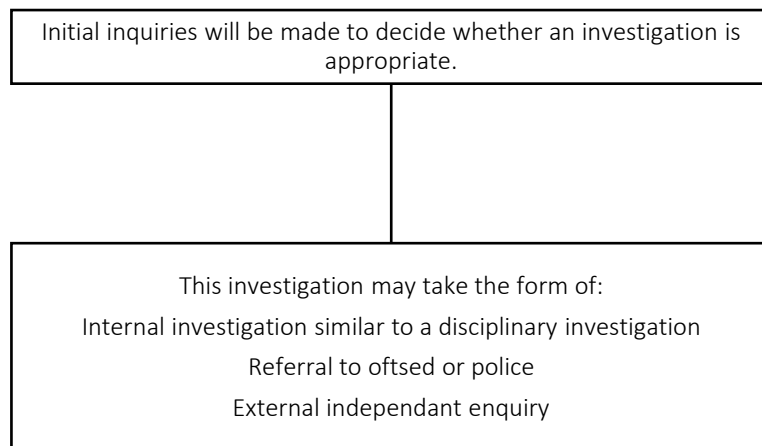
### Step 1



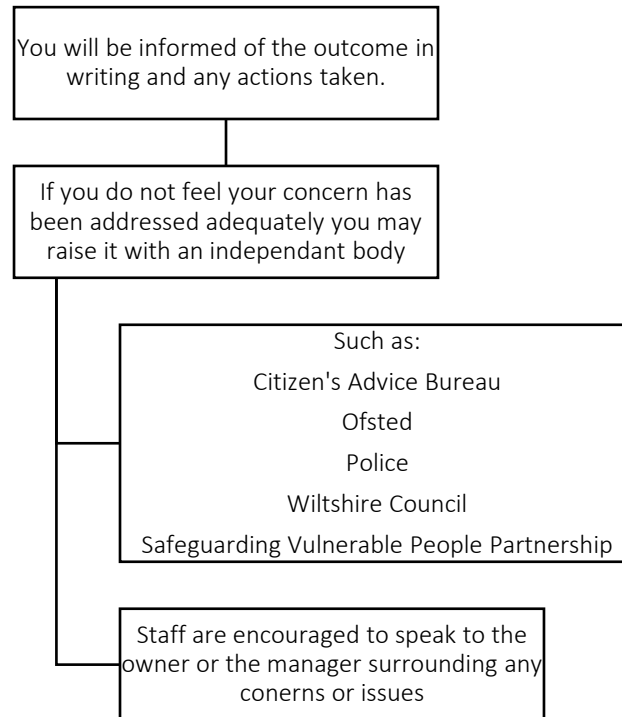
## Step 2



## Step 3



#### Step 4



### **Working in Partnership with Other Agencies**

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

- We work in partnership with local and national agencies to promote the well-being of children.
- Procedures are in place for sharing of information about children and families with other relevant agencies.
- Information shared by other agencies with us is regarded as third party information.
  - This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents.

**See Information Sharing Policy, Safeguarding and Child Protection Policy and Record Keeping Policies**