

# St. Mary's Pre-School



## Policy Handbook



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## Welcome

St Mary's Pre-school first came into existence as a playgroup in 1967, and is now a fully constituted Pre-school and registered charity, accredited by the Pre-school Learning Alliance.

We welcome children and families from all social, cultural and religious backgrounds. We value the diversity of family structures and life-styles. We aim to create a rich and diverse environment to reflect the social and cultural diversity in our communities, in which all children can play and grow.

We recognise that all children in our Pre-school have a right to be listened to, respected, valued and protected from all forms of discrimination.

Our staff work to develop close relationships with children to build confidence and self-esteem. They acknowledge the range of skills, values and experiences which children bring with them every day to Pre-school.

We aim to be as flexible and as accessible as possible and offer sessions based on family and child needs within the local community.

**Our mission statement is to "Advance the early learning and development of children between the ages of 2 and 5. We provide for their individual needs within a safe, caring and resource rich environment, and this is brought about through stimulating and supportive play based activities."**

To underpin our approach to early learning and development we have embraced the Early Years Foundation Stage (EYFS) a single quality framework that applies to all settings caring for children from birth to five.



## Admissions Policy

St Mary's Pre-school intends to be genuinely accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

In order for the Pre-school to be affordable, the balance of income and expenses depends on the number of children at the Pre-school being at, or close to, capacity, as much as possible. For this reason our procedures give guidance for admission in order to tailor places to parental demand and when there is competition for places or a surplus of places exists.

It is the responsibility of the Administrator to administer this policy, to oversee its fair implementation, and report any anticipated problems to the Committee. A copy of this policy must be issued with the Pre-school Prospectus and the New Starter pack.

### Procedures

- We ensure that St Mary's is widely advertised in places accessible to all sections of the community. Regular events and the open days welcome new members and raise our profile in the community.
- We ensure that information about St Mary's is accessible, in written and spoken form.
- We describe St Mary's and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including nannies and childminders.
- We describe St Mary's and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, ethnicity or from English being a newly acquired additional language.
- We describe St Mary's and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the setting.
- We monitor the gender and ethnic background of children joining Pre-school to ensure that our intake is representative of social diversity.
- We make our Equal Opportunities Policy widely known.
- We consult with families about the opening times of the setting to ensure we accommodate a broad range of family need.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.

## 1. ADMISSION PROCEDURE

Parents who would like their child to attend should complete and return an application form, which is available from the Administrator. We charge an administration fee of £50.00 to retain your child's place on the waiting list. Of this £50.00, £25.00 will be refunded either on your child's last day at pre-school before they go up to school or when the full 6 weeks' notice is given, provided that all outstanding fees have been paid. Once the forms and payment have been received the child's details will be added to the waiting list. If your child is accessing the Early Education Funding (EEF) the administration fee is waved, in line with Bucks County Council guidelines. If your child accesses over the allocated 15 hours of EEF funding per week you will be subject to the administration charge mentioned above.

The Pre-school operates a key person system where each child is allocated a member of staff who has a special responsibility for following the child's development, liaising with parents and keeping records of the child's progress. It is generally recognised that most children respond best to this system when they attend Pre-school for a minimum of two sessions a week.

During the term before the child reaches the age of admission, the Administrator writes to the parents asking for confirmation of interest in a place and details of sessions required.

On confirmation of the place, the parents are sent details of the child's start date and sessions and an offer of a home visit. If no place is available, the Administrator informs the parents as soon as possible, giving reasons for non-admittance.

If a child is removed from the waiting list, either by their parents or when there is no place available, a record is kept for monitoring purposes.

## 2. PROCEDURE FOR ALLOCATING SESSIONS

Requests for sessions, either for new admissions or for extra sessions, must always be made through the administrator, however formally or informally. The administrator is fully aware of the current *and future* status of places at the Pre-school. The following priorities exist for allocating sessions to children. The administrator will officially invite parents to request their preferred sessions in the summer term to enable the committee and staff to plan sessions for the following academic year. Details of the demand for sessions for a given year will be kept on file for that year.

- Children should be offered a minimum of two sessions (6 hours) at Pre-school when they join at the age of admission;
- Children should be offered three sessions (9 hours) at pre-school in the term in which they turn 3 years of age, if not straightaway, then as soon as possible;
- Children should be offered five sessions (15 hours) at Pre-school in the term following their 3<sup>rd</sup> birthday at which point they are entitled to receive Early Education funding (EEF). This is in line with the Buckinghamshire Local Code of Practice;

**NB** Children who are eligible to receive EEF but wish to pay fees (because their funding has gone to another provider) will be allocated sessions in the same way;

- The Pre-school should be able to offer places to a reasonable number of new children each term, especially to those who do not attend another pre-school. In order to achieve this, the committee may reserve some places each term for new entrants;
- All parents must sign a Parent/Provider Agreement in line with the Buckinghamshire Local Code of Practice to secure their child's place.
- Sessions will be re-confirmed by the Administrator for the following term during each half term. Parents must communicate any changes to the Administrator allowing 6 weeks notice.

Once allocated, sessions cannot be rescinded, unless, due to insufficient demand, a session has to be cancelled altogether.

Once allocated, session fees cannot be refunded or reallocated in instances of planned absence such as holidays, or unplanned absence such as illness except at the Committee's discretion, based on the circumstances of individual children and their families.

If a child eligible to receive EEF is absent due to family holidays or pilgrimage for a period greater than four weeks, the place is required to be re-allocated if it is required by another family. When/if the child returns they may need to be treated as a new application for a place.

Under pressure of places, new children are admitted using a points system (detailed below). Where children have an equal number of points, new children will be admitted in order of date of birth.

Points are awarded to children on the waiting list as follows:

- Children living within the Marlow Bottom area - 5 points
- Siblings of children currently at the Pre-school - 3 points
- Family connection with the Pre-school - 2 points
- Children living outside of the Marlow Bottom area receiving regular childcare within Marlow Bottom e.g. with a relative or childminder - 2 points
- Length of time on waiting list - Half a point for every six months

### **Anomalies and flexibility**

In consultation with the Pre-school Supervisor, the Committee reserves the right to respond flexibly to the needs of individual children and their families both at the admissions stage and when allocating extra sessions.

### **Notice period**

Parents are asked to give 6 week's notice in writing for leaving Pre-school or dropping sessions, or we reserve the right to charge the fees and retain the remainder (£25.00) admin fee (if leaving pre-school) for that half term for fee-paying children, unless the space can be filled. Parents of children entitled to receive EEF must complete a Parent/Provider Agreement Amendment to ensure that funding is not reduced until the following term.

(Please also refer to our fees and funding policy).

### **3. PROCEDURE FOR REQUESTING EXTRA SESSIONS**

All requests for extra sessions should be put to the Administrator.

#### **Procedure for allocating extra sessions**

Extra sessions are allocated according to the priorities listed under point 2. If all these priorities have been met, and there are still places available, then the following requests may be considered at the discretion of the Administrator:

- Children eligible to receive EEF requesting sessions in addition to the 15 hour entitlement;
- Children under the age of 3 who are not yet eligible to receive EEF requesting a further session or sessions ;
- Admitting more new children (over the 'reasonable number');

#### **Procedure for requesting ad-hoc extra sessions**

Parents who require an ad-hoc extra session on a day that their child does not normally attend may make a request in the following way:

- To request an ad-hoc session(s) parents are able to either speak to the supervisor or liaise with the Administrator.
- If there is space and correct adult/child ratios within the requested the session(s) for the child, the additional session is granted.
- The extra session will be charged at the normal sessional rate.

#### **Surplus of places**

Places should not go unfilled while there is an unmet demand for them among our members and the local community. When there is a surplus of places at the Pre-school, the above procedures will be relaxed at the discretion of the committee and in consultation with the Pre-school Supervisor. It is the responsibility of the Administrator to alert the committee to the necessity of introducing, or relaxing, procedures.

Please also refer to our Fees and Funding policy.

This policy was adopted at a meeting of	<u>St Mary's Pre-school</u>	
Held on	<u>1<sup>st</sup> May 2012</u>	(date)
	<u>Reviewed: 18<sup>th</sup> April 2013</u>	
Date to be reviewed	<u>Summer 2014</u>	(date)
Signed on behalf of the management committee		
Name of signatory	<u>Sarah Downing</u>	
Role of signatory (e.g. Chair)	<u>Chair</u>	



## **Fees and Funding**

St Mary's Pre-school aims to ensure that all children, from all sections of our community, are able to access our services based on a fair and competitive system of fees and funding. This is in line with our clearly communicated policies and procedures. Parents and carers are asked to pay fees for children under the age of 3 or are able to access the 15 hours per week of Early Education Funding (EEF) in the term following their child's third birthday. Any sessions above the 15 hours of EEF will be charged at the normal rate.

Fees will be payable or EEF claimed where relevant for care provided 9am to 12pm Monday - Friday and 12pm to 3pm based on parental demand during the 38 weeks of term. Dates are published in advance or are available on request. The term dates for St. Mary's Pre-school fall in line with that of Burford School and we will close one day in advance of Burford at the end of each of the winter, spring and summer terms.

### **Holidays and Sickness**

Once allocated, session fees cannot be refunded and sessions may not be reallocated in instances of planned absence such as holidays, or unplanned absence such as illness except at the Committee's discretion, based on the circumstances of individual children, their families and pre-school finances.

If a child eligible to receive EEF is absent due to family holidays or pilgrimage for a period greater than four weeks, the place is required to be re-allocated if it is required by another family. Please see our Admissions Policy for further details.

### **Bank Holidays**

Pre-school is closed on bank holidays thus fees will not be charged.

### **Pre-school Outings and Open Days**

On occasion Pre-school will be closed for outings or will hold special events such as open days and coffee mornings where parents will be required to accompany their children. Fees will not be charged in these circumstances.

### **Notice period**

Parents are asked to give 6 week's notice in writing for leaving Pre-school or dropping sessions, or we reserve the right to charge the fees and retain the admin fee (if leaving pre-school) for that half term for fee-paying children, unless the space can be filled. Parents of children entitled to receive the EEF must complete a Parent/Provider Agreement Amendment to ensure that funding is not reduced until the following term.

### Payment of Fees

- The hourly fee is set during the budget process by the end of June in each academic year. Any fee increase will be effective from the start of the new academic year in September and will be communicated to all current and new parents.
- The Administrator will liaise with parents and confirm the number of sessions requested. The annual session allocation is completed by the end of June each year. In addition sessions will be re-confirmed for the following term during each half term. Parents must communicate any changes to the Administrator allowing 6 weeks notice.
- A hard copy of invoices will be given to each parent/carer during the first weeks of term by the Supervisor. All parents will be emailed with notification that the invoices are at Pre-school. Parents should contact the Administrator if invoices are not received. Payment amounts and a payment deadline will be stated which will be, roughly, three weeks after the start of term.

### Payment of fees should be in one of the following ways:

1. Fees should be placed in an envelope addressed to the Administrator and clearly marked with the child's name/amount enclosed to be handed to the Pre-school Supervisor. Cheques should be made payable to St Mary's Pre-school.
2. By Bank Transfer. All details are on the invoice for the fees required.
3. St Mary's is very happy to accept payment through voucher schemes. Please speak to our Administrator who would be very happy to discuss schemes that we are currently subscribed to or to arrange to register with a new scheme.

### Late payment of fees

- Parents should talk in confidence to the Administrator or chair to discuss any difficulty with payment of fees. Pre-school would be very happy to discuss an alternative payment arrangement in this instance.
- Fees should be paid by the payment date given on the invoice (which is roughly three weeks after the start of term). If payment is not made within this timescale a reminder will be sent by the Administrator to the parent/carer and payment should be received within 7 days.
- If fees continue to be outstanding the parent will be sent a further letter by the Administrator asking for fees to be paid within 7 days upon receipt of the letter. Parents will be asked to withdraw their child until the outstanding fee is paid. Any child who is also in receipt of EEF will be able to remain at Pre-school for their funded hours only. Proceedings through the small claims court will be instigated to reclaim the outstanding amount.

### Early Education Funding (EEF)

Children will be eligible for 15 hours of EEF in the term following their third birthday and may be claimed across a maximum of two settings.

- The Administrator will liaise with parents and confirm the number of hours/sessions requested. The annual session allocation is completed by the end of June each year. In addition sessions will be re-confirmed for the following term during each half term. Parents must communicate any changes to the Administrator allowing 6 weeks notice.
- A Parent Declaration form (DF1) and Parent/Provider Agreement (DF2) Form will be issued by the Administrator to parents of children due to receive EEF at the beginning of the term before they are eligible to receive it.
- The Parent Declaration form (DF1) and Parent/Provider Agreement (DF2) Form should be returned to Pre-school by the half term of the term before the child will receive EEF. Parents should bring their child's original birth certificate to Pre-school to be documented by the Pre-school Supervisor.

### Termination

St Mary's Pre-school reserves the right to terminate the contract without notice in the event of non-payment of fees following the non-payment procedure. At all other times half a term's (6 weeks) notice in writing should be given to the Administrator.

### Fees Process

- The Administrator will allocate annual sessions by the beginning of July each year.
- The Administrator will liaise with parents and re-confirm the number of sessions requested for the following term during each half term. Parents must communicate any changes to the Administrator allowing 6 weeks' notice.
- Administrator prepare invoices to current children roughly 1 week before start of term
- Administrator hands invoices to Supervisor to hand to parents at the beginning of first weeks of term. The Administrator emails fee-paying parents to inform them invoices are at Pre-school and to contact Administrator if they have not received invoice.
- Fee deadline is roughly 3 weeks after start of term
- *Ideal bank transfer (with name of child) and email Administrator that transfer is actioned.*
- *Cheque handed to Supervisor (Put in tin/file addressed to Administrator)*
- *Vouchers*
- Administrator summarise fees paid 3 weeks after start of term.
- The Administrator issues reminders around week 4 of term. Fees need to be paid within 7 days. Administrator to email Treasurer of details of debtors

- If fees continue to be outstanding the parent will be sent a further letter by the Administrator asking for fees to be paid within 7 days upon receipt of the letter or proceedings through the small claims court will be instigated to reclaim the outstanding amount. Parents will also be asked to withdraw their child until the outstanding fee is paid. Any child who is also in receipt of EEF will be able to remain at Pre-school for their funded hours only.

### **Early Education Funding (EEF) Process**

- Administrator gives DF1 (Parent Declaration) form and DF2 (Parent/Provider Agreement) Form to Supervisor to hand out to parents of children due to receive EEF (at start of next term) at beginning of current term.
- By  $\frac{1}{2}$  term of term before child receives EEF parent and Pre-school completes DF1 (parent declaration) and DF2 (Parent/Provider Agreement).
- Administrator completes CF1 (provisional funding claim form) 1 week before submission date.
- Administrator submits CF1 to BCC by deadline.
- Administrator completes CF2 (Final funding claim form) 1 week before submission date.
- Administrator submits CF2 to BCC by deadline.
- Administrator to copy BCC payment schedule and BACs remittance advice to Treasurer when received.

**Any changes made by parents to be communicated to the Administrator with 6 weeks/half a term's notice.**

Please also refer to our Admissions Policy

This policy was adopted at a meeting of Held on	<u>St. Mary's Pre-school</u> <u>6<sup>th</sup> November 2012</u>	name of setting (date)
Date to be reviewed	<u>Reviewed: 18<sup>th</sup> April 2013</u> <u>Summer 2014</u>	(date)
Signed on behalf of the management committee	<u>Sarah Downing</u>	
Name of signatory	<u>Chair</u>	
Role of signatory (e.g. chair)		



## Settling in Policy

St Mary's Pre-school recognises that for many children Pre-school will be their first experience of being away from their parents and close family. This time can be stressful and worrying for children and their parents.

St Mary's intends to help children to feel comfortable and safe in settling in order to make the transition to independence smooth and happy.

St Mary's recognises that each child is an individual and we will work closely with parents throughout the process, putting the child's needs first.

### We will:

- Invite all children on the waiting list to the Open Morning and Coffee Morning.
- Encourage children and parents to visit before the allocated start date in order to become familiar with the setting and staff.
- Send registration forms to parents before their child's start date so that staff can plan to meet any individual needs.
- Allocate each child to a keyperson who will be responsible for settling the child and liaising fully with parents.
- Ask parents to stay for the first session in order for their keyperson to get to know the child and parents and to explain in detail the procedures at Pre-school.
- Encourage parents to stay for as long as their child needs them while they are settling and to collect their child early if they feel that a whole session will be unsettling.
- Care for a distressed child and provide him/her with specific toys or comforters if needed.
- Ensure staff and parents work in partnership to support the child's settling in process. We encourage parents, once they are happy, to start to leave their child for short periods of time. This enables the child to begin forming bonds with their keyperson and also with other children at St. Mary's.

**NB** Whilst we encourage parental involvement we recommend that parents of new children refrain from helping out in sessions until their child has become completely settled. This should be discussed with the supervisor and or keyperson - Please see our policy on parental involvement)

This policy was adopted at a meeting of  
Held on

St. Mary's Pre-school  
1<sup>st</sup> May 2012 (date)

Reviewed: 18<sup>th</sup> April 2013

Date to be reviewed

Summer 2013 (date)

Signed on behalf of the management committee

Name of signatory

Sarah Downing

Role of signatory (e.g. chair)

Chair



## Safeguarding Children Policy

St. Mary's Pre-school intends to create an environment in which children are safe from all forms of abuse and in which any suspicion of abuse is promptly and appropriately responded to.

The Committee complies with the local child protection procedures approved by the Buckinghamshire Safeguarding Children Board, and the welfare requirements of the Early Years Foundation Stage, and ensures that all adults working and looking after children are able to put the procedures into practice.

The staff and Committee of St Mary's Pre-school accepts, endorses and will implement the principle enshrined in the Children Act 1989 that the welfare of the child is paramount. The Pre-school supports the principles set out in the UN Convention on the Rights of the Child: Article 19, the Government document 'Working together to safeguard children' 1999 and the Government code of practice 'Safe from Harm' 1999.

### Responsibilities:

The Committee, as the registered person, is responsible for safeguarding children at St Mary's Pre-school. However all adults working directly with children at St Mary's are responsible for the safety of all children.

### Staff and volunteers

Our designated person who co-ordinates child protection issues is:

**Genna Flint (Supervisor)**

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Our designated officer who oversees this work is:

**Debbie Degan**

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The Committee will:-

- Appoint the Supervisor, as the Child Protection Coordinator - she will be responsible for the implementation of the policy
- A Committee member will also be appointed as a Safeguarding Children Officer
- Review the Child Protection Policy annually
- Appoint staff safely, following child protection principles
- Encourage staff training in Child Protection
- Keep themselves informed of updates from BSCB
- Take allegations of abuse seriously, reporting them to the appropriate authorities and fully cooperating with the Buckinghamshire Safeguarding Children Board in any matter concerning the welfare of children and young people.

- Acknowledge the prime responsibility of statutory agencies to investigate any significant harm to a child. St Mary's Pre-school Committee will never investigate incidents of suspected child abuse.
- Liaise with other bodies

### **What is child abuse?**

Abuse is a range of ways in which people harm children. It can be in the form of physical abuse, sexual abuse, emotional abuse and neglect. It may be inflicted knowingly or knowingly not prevented, which causes significant harm or death. In many cases children are subjected to a combination of forms of abuse.

### **Physical abuse**

This is violence causing injury or occurring regularly throughout childhood. It takes place when an adult:

- Physically hurts or injures a child by hitting, shaking, squeezing, burning, biting or attempting to drown or suffocate them.
- Harms a child by giving the child alcohol, inappropriate drugs or poison
- Fails to prevent physical injury or suffering e.g. not using a fireguard.

### **Sexual abuse**

This occurs when someone uses a child sexually to gratify their own needs. It can include:

- Enticing or forcing a child to engage in fondling, masturbation, oral or anal intercourse or full sexual intercourse.
- Making a child observe inappropriate sexual behaviour
- Showing a child pornographic books, videos or photographs or engaging them in inappropriate discussion about sexual matters.

### **Emotional abuse**

This is persistent or severe emotional ill-treatment or rejection that has, or is likely to have, a serious effect on the child's development. This includes:

- Persistently withdrawing love and affection
- Constantly shouting at, threatening, or demeaning the child
- Persistently being over-protective to the extent that the child is not allowed to mix with others.
- Racial or other forms of harassment that undermines a child's self-esteem and prevents the child developing a positive self-image.

### **Neglect**

This is when an adult prevents a child from having adequate food, health care and education. Children suffer from neglect when:

- Any of their basic needs are not being met.
- They are left unsupervised in situations where there may be possible dangers

- They are left alone at an age when it is inappropriate for their physical or emotional development.

### **Recognising abuse**

An abused child may exhibit physical or behavioural changes. Staff are trained in child development and the key person system ensures that members of staff know their key children well.

Key people will share with the Supervisor:

- Any significant changes in children's behaviour
- Any unexplained bruising or marks
- Any comments children make which give cause for concern;
- Any deterioration in a child's general well being.

If a child discloses abuse adults will follow the following basic principles:

- listens to the child, offers reassurance and gives assurance that she or he will take action;
- does not question the child;
- makes a written record that forms an objective record of the observation or disclosure that includes:
  - the date and time of the observation or the disclosure;
  - the exact words spoken by the child as far as possible;
  - the name of the person to whom the concern was reported, with date and time; and
  - The names of any other person present at the time.
- These records are signed and dated and kept in the child's personal file which is kept securely and confidentially.

### **Safeguarding Children Procedures**

#### **Premises**

Children will be kept safe from unknown people as:

- The front door is locked during sessions
- Visitors will sign the visitors book
- No visitors will be left unattended with children by a member of staff
- Unknown visitors will be challenged
- Mobile Phones stored away from main hall

#### **Safe staff recruitment**

We ensure all staff and parents are made aware of our safeguarding policies and procedures.

We provide adequate and appropriate staffing resources to meet the needs of children. Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.

Candidates are informed of the need to carry out 'enhanced disclosure' checks with the disclosure and barring service (DBS) before posts can be confirmed. New staff and volunteers that are not, as yet, cleared by the DBS check are not left unattended with children.

Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

We abide by Ofsted requirements in respect of references and Disclosure and Barring Service (DBS) checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.

Volunteers do not work unsupervised.

We abide by the Protection of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.

We have procedures for recording the details of visitors to the setting.

We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

All applicants who work within pre-school (voluntary or paid) will be interviewed before an appointment is made and will be asked to provide references. All references will be followed up. In the case of applicants with unexplained gaps in their employment history, or those who have moved rapidly from one job to another, explanations will be sought. (See also St. Mary's Employment and Student Placement policies.) All staff will apply to the DBS for an enhanced disclosure before being appointed and will not be considered 'fit' before this is confirmed. All staff will be appointed for a probationary period of one term pending the successful references and DBS checks clearance.

All people working directly with children must have an Enhanced DBS Disclosure. All staff will update their enhanced DBS disclosure every three years. The date and number of the disclosure will be recorded in the individual's personnel file.

### **Staff training**

Child Protection will be part of the induction and core training for all new staff to ensure that they recognise the symptoms of possible abuse. All staff will undertake Level 1 Child Protection training within 6 months of employment and all staff will attend updated training every three years.

The Child Protection Coordinator will undertake refresher training annually.

### **Staff deployment and routines**

The layout of the playroom will permit constant supervision of all children. Staff: child ratios will be maintained at least 1:4 for children under 3, 1:6 for children 3-5. At least 2 members of staff will be in the playroom at any time.

An adult who needs to take a child aside for example for "reflection on inappropriate behaviour" will make sure that they are not totally isolated from other members of staff. (See St. Mary's Pre-school Policy on Behaviour Management)

Adults who have not been registered as "fit" persons will not take children to the toilet. They will also not take children into Porch for activities or outside without another 'fit' adult present.

If a child needs to be changed into clean/dry clothes or if their nappy needs changing this will be done just inside the cloakroom area with doors open so they are not isolated. (See also nappy changing procedure)

Children will be empowered to control their own bodies by fostering self-control and independence. Staff will communicate clear rules including no biting, no hitting and keep hands on your own body. (See St Mary's behaviour management policy)

### **Accident and Incident Book**

St. Mary's Pre-school will record all accidents, major or minor, to both adults and children. (See St. Mary's Pre-school Health and Safety Policy) A record will be kept of any injuries major or minor that children bring into pre-school. These records will be signed by both parent/carer and St. Mary's Pre-school.

### **Curriculum topics**

Children will be taught about protecting themselves from danger through topics such as 'My Body', 'My Feelings', 'Road Safety' and 'People who help us'.

We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.

### **What to do if you're worried a child is being abused**

St. Mary's Pre-school operates in accordance with local authority guidelines as set out in the booklet 'What to do if you're worried a child is being abused'. A copy of this is found in the administration ring binder and is available to all staff.

Whenever worrying changes are observed in a child's behaviour, physical condition or appearance, or if the child discloses abuse, then the member of staff will discuss concerns with the Supervisor and a specific and confidential record will be set up, quite separate from the usual on-going records of children's progress and development. The record will include, in addition to the name, address and age of the child, timed and dated observations, describing objectively the child's behaviour and appearance, without comment or interpretation; where possible the exact words spoken by the child together with the signatures of the recorder, Supervisor and the parents. Such records will be kept in a separate book in the filing cabinet and will not be accessible to people in the pre-school other than on a "need to know" basis. Normally this would be

the pre-school Supervisor and the child's key person or other member of staff as appropriate.

Any concerns raised by a member of staff will be discussed directly with the parent/carer of the child in question. If we are satisfied with the response the matter will not be taken any further. Uncertainty of the explanation regarding the concerns will be discussed with social care using the First Response number. St. Mary's pre-school will follow any advice given and will follow this up in writing within 48 hours. The Social worker and manager will acknowledge receipt of the referral and decide on the next course of action within one working day and the Child Protection Coordinator will ensure that the Pre-school has received feedback within 3 working days. The Child Protection Coordinator will ensure close cooperation with the Social Care department and any other involved professionals.

If the Child Protection Coordinator has concerns for the safety of the child she will refer the matter immediately to Social Care, the Police and the Health Service as appropriate. Details of what to do are found in the administration folder in Pre-school.

The Child Protection Coordinator will ensure that Ofsted and Buckinghamshire Early Years Development and Childcare Service are informed of any referral to Social Care.

#### **Working in partnership with parents**

St. Mary's Pre-school will endeavour to build up an open, trusting and supportive relationship with families, staff and volunteers. Where abuse at home is suspected parents will not be judged or accused, only what has been seen and heard will be recorded and discussed. Pre-school will continue to welcome the child and family while investigations proceed.

Confidential records kept on a child will be shared with the child's parents.

With the proviso that the care and safety of the child must always be paramount, St. Mary's will do all in its power to support and work with the child's family. Parents will be consulted immediately if a member of staff raises concerns about a child. If the Child Protection Coordinator decides to refer a case to Social Care she will do so with parent's knowledge but not necessarily their consent.

If parents have any concerns about our practice, the behaviour of other children or any other adults who have contact with children in our care then they must inform the Supervisor immediately. This will be dealt with in the same way that another complaint would - see complaints procedure.

#### **Maintaining Confidentiality**

St Mary's Pre-school is aware of the importance of maintaining confidentiality in Child Protection matters. Records and discussions of cases will be kept to the smallest group of people possible, on a 'need to know' basis. This will usually involve the member of staff who had concerns, the child's key person if different, and the Child Protection Coordinator.

### **Dealing with allegations of abuse against a member of staff**

(Please also see our whistleblowing policy)

We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, which may include an allegation of abuse.

We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.

It is the statutory duty of St Mary's Preschool to inform social care and Ofsted of any allegations against anyone in our organisation or if you have any concerns that a child is at risk of harm regardless of where the alleged incident is committed. In addition we have a duty to refer any other person where the allegation relates to harm or abuse occurring on the childcare premises.

Any allegation made against a member of staff will be recorded and treated seriously by the committee. The allegation will be referred immediately to a Buckinghamshire county council representative, Local Authority Dedicated Officer, LADO. They will liaise with the relevant statutory organisations, co-ordinate recording of allegations and feed in the Local Authorities, as well as providing information and advice. We will follow any advice given. It is St Mary's preschool's responsibilities to inform Ofsted of any allegation as soon as possible, at the latest within a 14 day period. The staff member will be told that Ofsted has been informed and how to gain legal support.

### **Liaising with other professionals**

The Child Protection Coordinator will liaise with the investigating authorities. She will inform the insurance company, Pre-school Learning Alliance, Bucks Early Years Department and Ofsted immediately.

### **During the investigation**

The Child Protection Coordinator will ensure that the child and their family have somebody to support them as does the alleged offender. These parties should be uninvolved with the investigation or disciplinary proceedings and should not communicate with each other about the allegations.

### **After an investigation**

A factual account of the investigation and an assessment of any continuing risk should be provided by the agencies undertaking the investigation. This should be considered by the committee to agree action. The committee in consultation with the investigating agencies and after taking legal advice should consider the need for any disciplinary action and will consider whether it is safe for the person to continue work that brings them into contact with children. If the member of staff is dismissed or resigns the Child Protection Coordinator will notify Ofsted. Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the

safeguarding of children, we will notify the DBS of relevant information so that individuals who pose a threat to children (and vulnerable groups), can be identified and barred from working with these groups.

**At the end of an investigation**, court case or disciplinary procedure all those affected must be informed of the result and arrangements made, where appropriate for continued support, counselling or treatment. This should be led by the Chair of the committee. The committee may decide to evaluate the procedures and good practice following the incident.

In all cases the safety and well-being of the child will be paramount.

See other related policies and procedures - staff recruitment, Health and safety, behaviour management, confidentiality, complaints and curriculum. Please also see our leaflet on what to do if you think your child is being abused.

## **FIRST RESPONSE TEAM**

**Telephone: 0845 4600 001**

**Local Rate: 01296 383962**

**Email: [secure-cypfirstresponse@buckscc.gov.uk](mailto:secure-cypfirstresponse@buckscc.gov.uk)**

**The first response team has a 24-hour emergency number for calls outside office hours. 0800 999 7677**

**FAMILY RESILIENCE TEAM: 0845 4600 300**

### **Local Authority Designated Officer Children & Young People - Safeguarding**

(LADO) Room 608a, New County Offices

Walton Street,

Aylesbury

Bucks, HP20 1YU

Tel: **01296 382070**

### **Early Years Designated Senior Manager for allegations against the childcare workforce**

**Jane Nicholls: 01296 383179**

EYC Commissioning Manager - Sufficiency

### **Deputy Designated Senior Manager**

**Alison Terry: 01296 387147**

Senior EYC Adviser

**Service Manager NCMA**

**Vicky Lee:** 07730 689 120

The Early Years designated manager can provide advice and support in the event of an allegation or query/concern.

Buckinghamshire county council website: [www.buckscc.gov.uk](http://www.buckscc.gov.uk)

**Helplines and Referrals**

**Buckinghamshire County Council**

Bucks Customer Services 0845 3708090 (Ask for the Duty Social Worker)

**Social Care - Referral and Assessment Team Contact Numbers:**

For serious emergencies in the evening, weekends or public holidays, you can call the Emergency Duty Team for advice on 01494 675802 or fax 01494 672783

If you think someone is being hurt, please call Care line on free phone 0800 137915. For child protection queries during office hours 9am - 5.30pm Monday to Thursday and 9am - 5pm on Friday, please contact:

<b>Child Protection Contact information</b>	
Aylesbury area and north of the county	High Wycombe area and south of the county:
Telephone: 01296 383779	Telephone: 01494 475037
Telephone: 01296 383962	Telephone: 01494 475211
Telephone: 01296 387932	Fax: 01494 475252
Telephone: 01296 387957	
Fax: 01296 38790	

For more information call 0845 3708090 or email [children@buckscc.gov.uk](mailto:children@buckscc.gov.uk)

**Buckinghamshire Safeguarding Children Board website:** [www.bucks-lscb.org.uk](http://www.bucks-lscb.org.uk)  
(includes guidance on managing allegations and safe recruitment practices).

**Independent Safeguarding Authority (ISA)**

By telephone on: 01325 953 795

By email to: [isadispatchteam@homeoffice.gsi.gov.uk](mailto:isadispatchteam@homeoffice.gsi.gov.uk)

By post to:

Independent Safeguarding Authority  
Darlington DL1 9FA  
Post Office Box 181

**NSPCC** 0808 800 5000

**Ofsted** 0300 123 1231

**NCMA Helpline** 0845 880 0044

**Buckinghamshire Family Information Service (BFIS)** 0845 688 4944

**Child Protection and Sexual Crime Unit (Police)** 01628 816935

This policy was adopted at a meeting of  
Held on

St Mary's Pre-school

1<sup>st</sup> May 2012

Reviewed: 18<sup>th</sup> April 2013

Date to be reviewed

Summer 2014

Signed on behalf of the management  
committee

Name of signatory

Sarah Downing

Role of signatory (e.g. chair)

Chair



## Complaints Procedure

At St Mary's Pre-school we aim to provide the highest quality education and care for our children. Our aim is to offer and welcome each individual child and family into a warm and caring environment, within which all children can learn and develop as they play.

We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Parents are very welcome to make suggestions on how the pre-school may be improved. Our aim is to work in partnership with parents to handle any complaint in a professional, caring and sensitive manner.

The person ultimately responsible for any complaint about the service we provide is:

### **The Chair of the Committee**

The person responsible for investigating any complaint, in the first instance, is:

### **The Supervisor**

If a parent complains on the telephone or in person, we will listen to his or her complaint and offer to refer him or her to the supervisor immediately.

If the Supervisor is not available at the time, then the parent will be told when he or she will be able to talk to her and arrangements will be made for this to happen. The member of staff will take brief details of the complaint and pass them on. If we cannot arrange this within a reasonable period or if the parent does not wish to wait to discuss the matter, arrangements will be made for someone else to deal with it, such as the Chair of the Committee.

If the parent complains in writing the letter will be passed on immediately to the Supervisor and the Chair of the Committee. The Supervisor (or the Chair in the case of a written complaint) will acknowledge the complaint in writing and enclose a copy of this code of practice as soon as possible, normally within five working days.

We will seek to investigate the complaint within ten working days of it being received to give an explanation of the circumstances which led to the complaint. If the parent does not wish to meet us, then we will attempt to talk to him or her on the telephone. If we are unable to investigate the complaint within ten working days we will notify the parent, giving reasons for the delay and a likely period within which the investigation will be completed.

We will confirm the decision about the complaint in writing to the parent immediately after completing our investigation. Proper and comprehensive reports are kept of any complaint received.

If the parent and setting cannot reach agreement, an external mediator will be invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.

Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators.

The mediator keeps all discussions confidential. S/he can hold separate meetings with the setting personnel (supervisor and Chair of the Committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

When the mediator has concluded her/his investigations, a final meeting between the parent, the Supervisor and the Chair of the Committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.

A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

### **The role of the Office for Standards in Education, Children's Services and Skills (Ofsted) and the Local Safeguarding Children Board**

Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements of the Early Years Foundation Stage are adhered to.

The number to call Ofsted with regard to a complaint is: 0300 123 1231

OFSTED  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

These details are displayed on our setting's notice board.

If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board in our local authority. The Safeguarding contact

information is displayed on the pre-school's notice board. In these cases, both the parent and setting are informed and the setting leader works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

This policy was adopted at a meeting of	<u>St. Mary's Pre-school</u>	
Held on	<u>1<sup>st</sup> May 2012</u>	(date)
	<u>Reviewed: 18<sup>th</sup> April 2013</u>	
Date to be reviewed	<u>Summer 2014</u>	(date)
Signed on behalf of the management committee		
Name of signatory	<u>Sarah Downing</u>	
Role of signatory (e.g. chair)	<u>Chair</u>	



## Equal Opportunities

At St. Mary's Pre-school we ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. St. Mary's Pre-school is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We follow and adhere to the Equality Act 2010 legislation.

At St. Mary's Pre-school our aim is to create a rich and diverse environment to reflect the social and cultural diversity within our communities.

We will also:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people. We ensure this happens through photos, books, resources, cooking and equipment. St. Mary's also celebrates a wide range of festivals throughout the year.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the setting.

### Procedures

#### Admissions

St. Mary's Pre-school is open and accessible to families outside our immediate area. We welcome all families. We aim to:

- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our 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 do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.

- We ensure wherever possible that we have a balanced intake of boys and girls in the setting. Although we are ultimately governed by the birth rate/gender of any given year.
- We can and will develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. 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**

At St. Mary's Pre-school we are committed to equal opportunities within all areas, especially recruitment. We offer job opportunities to men and women from any religious social, ethnic and cultural background. All job vacancies are advertised in places where members of all local communities can see them to make it clear that applicants are welcome from all sections of the community.

We also ensure:

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- People with disabilities are welcomed as applicants; provided that they can fulfil the requirements of the job description and that our premises do not present insuperable problems for them while fulfilling their duties.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Baring Service (DBS). This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

### **Training**

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

## Curriculum

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

St Mary's Pre-School welcomes the opportunity to share different cultures and languages used every day within our communities. We support and encourage children to use their home language as well as English. We provide children and their families with a variety of resources to reflect our cultural which includes; dressing up clothes; cooking utensils; snack foods and reading material and we regularly promote and celebrate a variety of cultural events throughout the year.

We welcome all children including those with educational needs and we support their integration into the wider community. We have a nominated Special Educational Needs Co-ordinator (SENCO), Karen Barrett supported by Carol Lovell who works closely with any child, their family and other professionals to support their learning and development.

Our environment is as accessible as possible for all 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 achieve this by:

- Making 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, e.g. recognising the different learning styles of girls and boys.
- 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.
- Differentiating the curriculum to meet children's special educational needs.
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Ensure that the curriculum offered is inclusive of children with special educational needs and children with disabilities.

- Ensure that children learning English as an additional language have full access to the curriculum and are supported in their learning.
- Ensure that children speaking languages other than English are supported in the maintenance and development of their home languages.

### **Valuing diversity in families**

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute 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**

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

### **Meetings**

- Committee meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about and access to the meetings.

### **Monitoring and reviewing**

To ensure that St. Mary's Pre-school 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.

This policy was adopted at a meeting of	<u>St. Mary's Pre-school</u>	
Held on	<u>1<sup>st</sup> May 2012</u>	(date)
	<u>Reviewed: 18<sup>th</sup> April 2013</u>	
Date to be reviewed	<u>Summer 2014</u>	(date)
Signed on behalf of the management committee	<hr/>	
Name of signatory	<u>Sarah Downing</u>	
Role of signatory (e.g. chair)	<u>Chair</u>	



## Curriculum Policy

It is the aim of St. Mary's Pre-school to provide a stimulating environment with a wide variety of materials and play equipment available for children to explore with the support and guidance of our highly trained staff. Every child deserves the best possible start in life and the support that enables them to reach their full potential. It is our intention that children will be able to move into formal education with confidence and independence and with an enthusiasm for learning. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

As members of the Pre-school Learning Alliance our ethos is that children learn through play and we provide opportunities during each session for children to follow their interests while providing focused activities to promote their learning.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe.

The EYFS seeks to provide:

- **Quality and consistency** in all early years settings, ensuring every child makes good progress.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of the individual child. These are reviewed and assessed regularly.
- **Partnership working** between practitioners and with parents and/or carers
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

### Learning and Development

The EYFS learning and development requirements comprise of:

- The seven areas of learning and development and the educational programmes (described below).
- The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year.
- The assessment requirements (when and how practitioners must assess children's achievements and when and how they should discuss children's progress with parents and/or carers)

## The Areas of Learning and Development

There are seven areas of learning and development that must shape educational programmes at St. Mary's Pre-school. All areas of learning and development are important and work closely together. Three areas are particularly crucial for kindling children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

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

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

St. Mary's Pre-school must also, and does, support children in four *specific* areas, through which the three prime areas are strengthened and applied.

These specific areas are:

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

St. Mary's Pre-school involves activities and experiences for children, as follows.

- **Communication and language** involves giving children opportunities to experience a rich language environment. Developing their confidence and skills in expressing themselves and to speak and listen in a range of situations.
- **Physical development** provides opportunities for young children to be active and interactive. This enhances and develops their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.
- **Personal, social and emotional development** helps children to develop a positive sense of themselves. They form positive relationships and develop respect for others. Develop social skills and learn how to manage their feelings understanding appropriate behaviour in groups and in their own ability.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to light their interest.
- **Mathematics** provides children with opportunities to develop and improve their skills in counting, understanding and using numbers. Describing shapes, spaces and measures and calculating simple addition and subtraction problems.
- **Understanding the world** guides children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

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

At St. Mary's Pre-school we consider the individual needs, interests, and stage of development of each child in our care, and we use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. When working with the youngest children we focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, throughout the early years, if a child's progress in any prime area gives cause for concern, we will discuss this with the child's parents and/or carers and agree how best to support the child. At this point we will consider whether a child may have a special educational need or disability which requires specialist support. We will link with, and help families to access relevant services from other agencies as appropriate.

For children whose home language is not English, we will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, we must assess children's skills in English. If a child does not have a strong grasp of English language, St. Mary's will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.

"There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction".

As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

In planning and guiding children's activities, we reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- **Playing and exploring** - children investigate and experience things, and 'have a go'
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Each child must be assigned a key person (a safeguarding and welfare requirement - please refer to 'The role of the key person' policy). St. Mary's pre-school will inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting. The key person will help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate.

A quality learning experience for children requires a quality workforce. At St. Mary's Pre-school we have a highly qualified, skilled and motivated staff which strongly increases the potential for us to deliver the best possible educational outcomes for children. Requirements in relation to staff qualifications are outlined in the staffing policy book. We regularly consider the training and development needs of all our staff members to ensure they offer a quality learning experience for children that continually improves.

### **The Early Learning Goals**

It is the aim at St. Mary's pre-school that all children make excellent progress using 'The early learning goals'. These are the level of attainment expected to be achieved by the time they reach the end of the EYFS. These areas are outlined below.

#### **The prime areas:**

##### ***Communication and language***

- **Listening and attention:** Children listen attentively in a range of situations and are able to respond to them with relevant comments, questions or actions. They give their attention to what others say and respond appropriately.
- **Understanding:** Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences or in response to stories or events.
- **Speaking:** Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

### ***Physical development***

- **Moving and handling:** Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
- **Health and self-care:** Children know the importance for good health; physical exercise, and a healthy diet. They discuss and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### ***Personal, social and emotional development***

- **Self-confidence and self-awareness:** Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- **Managing feelings and behaviour:** Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group, understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.
- **Making relationships:** Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

### **Assessment**

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. On-going assessment (also known as formative assessment) is an integral part of the learning and development process. We will observe children on a day-to-day basis to understand their level of achievement, interests and learning styles, and use this information to shape learning experiences for each child reflecting those observations. Parents and/or carers will be kept up-to-date with their child's progress and development. St. Mary's Pre-school will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

### **Progress check at age two**

When a child is aged between two and three, St. Mary's must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check will identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, St Mary's will develop a targeted plan to support the child's future learning and development involving

other professionals (for example, the provider's Special Educational Needs Co-ordinator) as appropriate.

Throughout your child's time at St. Mary's Pre-school, your child's Key person will provide a regular written account of their work and progress. This provides information on all areas of the learning goals and some targets to work on. The book also includes some wonderful 'action' photos and when your child leaves us they will be presented with the book to keep at their graduation ceremony.

This policy was adopted at a meeting of	<u>St. Mary's Pre-school</u>	name of setting
Held on	<u>6<sup>th</sup> November 2012</u>	(date)
Date to be reviewed	<u>Reviewed: 18<sup>th</sup> April 2013</u>	
Signed on behalf of the management committee	<u>Summer 2014</u>	(date)
Name of signatory	<u>Sarah Downing</u>	
Role of signatory (e.g. chair/owner)	<u>Chair</u>	



## Achieving Positive Behaviour Policy

St. Mary's Pre-school and the Pre-school Learning Alliance believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

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

**Our designated behaviour specialist is: Lesley Read**

Our aim is to help them develop these qualities:

- Self-discipline
- Respect for the needs of others
- Awareness of their own safety and that of others

Children are expected to:

- Consider other people's feelings
- Respect other people's belongings
- Move quietly and considerately around the playroom
- Keep the book corner free of toys and noise
- Keep clear of the double doors
- Wash their hands before handling food and after visiting the toilet
- Not to run around the playroom
- Children are not allowed to bring toy weapons from home, nor to throw things.

### **Procedures**

The staff, volunteers and parents at St. Mary's Pre-school work hard to create positive behaviour and work closely together to promote these values to all children.

- All staff keep up to date with courses on promoting positive behaviour. These practices are shared amongst staff at staff-meetings.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

### **Strategies with children who engage in inconsiderate behaviour**

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

- We do not use any form of physical punishment such as smacking or shaking and Children are never threatened with these.
- We do not exclude children on their own from the playroom.
- Sometimes a child may be asked to sit on their name chair for a short spell but for no more than one minute (for each year of their age) with an adult who will help them to calm down and/or reflect on an unkind or reckless act.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.

- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

### **Children under three years**

When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children. Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting.

- Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

### **Rough and tumble play and fantasy aggression**

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

### **Hurtful Behaviour**

At St. Mary's Pre-school we take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt. When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.

Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

### **Bullying**

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

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another. Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children we will:

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

This policy was adopted at a meeting of	St. Mary's Pre-school	name of setting
Held on	1 <sup>st</sup> May 2012	(date)
	Reviewed: 18 <sup>th</sup> April 2013	
Date to be reviewed	Summer 2014	(date)
Signed on behalf of the management committee		
Name of signatory	Sarah Downing	
Role of signatory (e.g. chair)	Chair	



## Supporting Children with Special Educational Needs

At St. Mary's Pre-school we provide an environment in which all children, including those with special educational needs, are supported to reach their full potential. St Mary's Pre-school recognises the DfES definition of Special Educational Needs:-

"A child has a special educational need if he/she has a learning difficulty which calls for special educational provision to be made for him/her"

Code of practice 2001 P6 para 1.3

### Procedures

At St. Mary's Pre-school we have a designated member of staff as our Special Educational Needs Co-ordinator (SENCO).

Our SENCO is:

**Karen Barratt (supported by Carol Lovell)**

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**The SENCO is the nominated person who will have overall responsibility for:**

- Supporting identifying and working with children who have Special Educational Needs.
- Ensuring that the provision for children with special educational needs is the responsibility of all members of the setting. Although she will be a reference point for colleagues on all SENCO matters, e.g. in regular staff meetings.
- Ensuring all staff are aware of Individual Education Plan (IEP) targets.
- Ensuring that our inclusive admissions practice ensures equality of access and opportunity.
- Using the graduated response system for identifying, assessing and responding to children's special educational needs.
- Having systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the Statementing process.

#### Early Years Action:

If a child requires interventions that are additional or different to those offered to all children at each session in order to access the curriculum s/he will be placed at Early Years Action.

#### Early Years Action Plus:

He/she will be placed at Early Years Action Plus if he/she requires the support of an external agency such as a speech therapist or educational psychologist in order to access the curriculum.

### Individual Educational Plan (IEP)

For every child with a Special Educational Need, whether it is Early Years Action, or Early Years Action Plus, will have a devised structured programme to meet their individual needs. These will be reviewed regularly.

### Statutory Assessment:

The assessment finds out exactly what your child's needs are, and what special help they need. It is only necessary if your child's early years setting or school cannot provide all the help they need. It is carried out by your local council and based on specialist advice.

### Special Educational Needs (SEN) Statement

A statement of special educational needs (SEN) sets out your child's needs and the help they should receive. It is reviewed annually to ensure that any extra support given continues to meet your child's needs.

- Ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- Working closely with parents of children with special educational needs to create and maintain a positive partnership.
- Ensuring that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- Providing parents with information on sources of independent advice and support.
- Liaising with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.

**The SENCO attends regular meetings of the SENCO Cluster Group.**

### **St. Mary's Pre-school aims to:**

- Ensure our provision is inclusive to all children with special educational needs.
- Support parents and children with Special Educational Needs (SEN).
- Identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- Work in partnership with parents and other agencies in meeting individual children's needs.
- Monitor and review our policy, practice and provision and, if necessary, make adjustments.
- Provide a broad, balanced and differentiated curriculum for all children with or without special educational needs.
- Use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs.
- 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.
- Provide in-service training for parents, practitioners and volunteers, if the need arises.
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff..etc..
- Ensures the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- Provide a complaints procedure.
- Monitor and review our policy annually.

The SENCO will show a commitment to attend additional required training and attend partnership cluster group meetings.

The supervisor will support the SENCO in her role and cater for the implications required to support a child with Special Educational Needs with a regard to training, staffing, resources and time management.

The staff will support the SENCO in her role and will maintain confidentiality at all times.

The committee will support the SENCO and to endorse the Special Educational Needs policy. Only appropriate pre-school staff will have access to confidential information.

This policy was adopted at a meeting of Held on	<u>St. Mary's Pre-school</u> <u>1<sup>st</sup> May 2012</u> (date)
Date to be reviewed	<u>Reviewed: 18<sup>th</sup> April 2013</u> <u>Summer 2014</u> (date)
Signed on behalf of the management committee	_____
Name of signatory	<u>Sarah Downing</u>
Role of signatory (e.g. chair/owner)	<u>Chair</u>



## The role of the key person

At St. Mary's Pre-school we believe that children settle best when they have a key person to relate to, who knows them and their parents/carers well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting process by providing secure relationships in which children thrive, parents have confidence and staff are committed to the development of the children in their direct care.

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

We ensure that we make St. Mary's 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.

### Procedures

- We allocate a key person before the child starts.
- The key person is responsible for the induction of the family and for settling the child into our setting. The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent/carer to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents/carers to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.
- St. Mary's pre-school provides a back-up key person so the child and the parents/carers have a key contact in the absence of the child's key person.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

*(Please also refer to our settling policy)*

Staff who are on long term sick leave are expected to liaise with the supervisor and chair of committee to return any keychildren documents; 'learning journey's, 'planning sheets' or pre-school documents in the rightful secure case provided. This is expected to happen as soon as it is physically possible. This may mean that a staff or committee member go and pick it up directly.

Learning Journey's and development matters grids go home once a term only to be updated. Staff also create individual plans for their key children which go home every half term. The individual plans form an element of the learning journeys and are of course very important. All records go home in a locked case and they are stored securely for the short time they are home with the keyperson.

This policy was adopted at a meeting of Held on	<u>St. Mary's Pre-school</u> <u>6<sup>th</sup> November 2012</u> <u>Reviewed: 18<sup>th</sup> April 2013</u>	name of setting (date)
Date to be reviewed	<u>Summer 2014</u>	(date)
Signed on behalf of the management committee	<hr/>	
Name of signatory	<u>Sarah Downing</u>	
Role of signatory (e.g. chair)	<u>Chair</u>	



## Uncollected child

At St. Mary's Pre-school if a child has not been collected by an authorised person at the end of a session a member of staff will stay with the child for 15 minutes and will ensure that the child is happy and safe while other staff members are tidying up. We will ensure that the child receives a high standard of care in order to cause as little distress as possible. After this time the Supervisor will telephone the person identified on the door list as the person collecting that child, referring to their telephone number on the child collection form. If that person is unavailable the Supervisor will telephone other people on the collection form. Two members of staff will stay with the child until an adult can come to Pre-School and collect the child.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

### **Procedures**

Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:

- Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
- Place of work, address and telephone number (if applicable).
- Mobile telephone number (if applicable).
- Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
- Who has parental responsibility for the child.
- Information about any person who does not have legal access to the child.

### **Other Circumstances:**

- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.
- We inform parents that we apply our child protection procedures as set out in our child protection policy in the event that their children are not collected from setting by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.

If a child is not collected at the end of the session, St. Mary's Pre-school will follow these procedures:

- The child's file is checked for any information about changes to the normal collection routines.
- If no information is available, parents/carers are contacted at home or at work.
- If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting - and whose telephone numbers are recorded on the Registration Form - are contacted.
- All reasonable attempts are made to contact the parents or nominated carers.
- The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
- If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.

We contact our local authority children's social services care team:

**0845 3708090** - Ask for the Duty Social Worker

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- The child stays at setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
  - Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
  - Under no circumstances do staff go to look for the parent, nor do they take the child home with them.
  
  - A full written report of the incident is recorded in the child's file.
  - Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
  
  - Ofsted may be informed:  
**0300 123 1231**
  
  - Our local Pre-school Learning Alliance office/Pre-school Development Worker may also be informed.  
**01908 263 700 (Regional Office)** (name and telephone number)
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**Persistent Late Collection:**

If a parent or carer is persistently late in collecting a child then St. Mary's will adhere to the following procedure.

- If a pattern of lateness occurs the supervisor and/or the chair will discuss the concerns with the parent/carer to see if the pre-school can help in anyway. At this point we will make them aware of the procedure within the next point.
- If a parent/carer has 4 late collections (over the 15minute limit) within a 2/3 week period then St. Mary's Pre-school will contact Social Services.

This policy was adopted at a meeting of	<u>St. Mary's Pre-school</u>	
Held on	<u>1<sup>st</sup> May 2012</u>	(date)
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Date to be reviewed	<u>Summer 2014</u>	(date)
Signed on behalf of the management committee	<u>Sarah Downing</u>	
Name of signatory	<u>Chair</u>	
Role of signatory (e.g. chair)		



## Managing illness, Allergies and Infections

Small children often seem to spend most of their time suffering from one minor infection after another, especially in the winter months. At St Mary's we care for healthy children. We promote children's health by practising good hygiene and limiting the spread of infection. We ask parents to co-operate with this by keeping their children away from pre-school when they are unwell. This does not mean that children should stay away from pre-school for every snuffle or cough, but staff will not accept a child who has:

- A high temperature
- Vomited or had diarrhoea within the last 48 hours
- Is obviously unwell and unable to enjoy a full session at pre-school
- A contagious infection or disease (see tables 1 and 2)

### If your child is unwell:

- Please inform pre-school
- Seek advice from your GP
- Follow the recommended treatment
- Keep your child away from pre-school for the recommended period identified in tables 1 and 2 (at end of policy)

### **Procedures for children who are sick or infectious**

- If children appear unwell during the session - have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach - the supervisor will call the parents and ask them to collect the child, or send a known carer to collect on their behalf. During this time we would make the child comfortable and monitor their condition regularly.
- If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts.
- In extreme cases of emergency the child will be taken to the nearest hospital and the parent informed. (Also see Health and safety policy)
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting.
- After sickness and diarrhoea illness, parents are asked to keep children home for 48 hours or until a formed stool is passed.
- We have clear health plans in place for all children who receive regular medication or need regular monitoring due to an illness or disability.
- We have a list of excludable diseases and current exclusion times (See tables 1 and 2). The full list is obtainable from:  
[www.hpa.org.uk/servlet/ContentServer?c=HPAweb\\_C&cid=1194947358374&page name=HPAwebFile](http://www.hpa.org.uk/servlet/ContentServer?c=HPAweb_C&cid=1194947358374&page name=HPAwebFile) and includes common childhood illnesses such as measles.

### 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.

### 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.
- Single use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Protective rubber gloves are used for cleaning/slucing clothing after changing.
- Soiled clothing is bagged for parents to collect.
- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; cloths used are disposed of.
- Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.

### Nits and head lice

- Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared.
- When a case of head lice is identified in pre-school, the supervisor will contact the parent and ask them to collect the child. They will be advised on how to treat head lice, if needed, and be told the child can return as soon as the treatment has commenced. We feel that this procedure reduces the spread of infestation throughout the pre-school.
- On identifying cases of head lice, all parents are informed and asked to be vigilant when combing their child's hair. Parents should treat their child and all the family if they are found to have head lice.

### Procedures for managing medication

**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)**

Most courses of antibiotics do not need to be given so frequently that a child should need a dose while at a pre-school session. Similarly, children who are taking pain-relieving medication should be taking this while resting at home. Staff will not administer 'Calpol' or other pain relief on behalf of parents. However, if for any reason your child should need to take any medicine while at pre-school the following procedures should be followed:

### **Medication**

- Medications (including asthma inhalers) must be prescribed by a GP or have manufacturer's instructions clearly written on them.
- If possible the child's parent or carer will administer medicine
- St Mary's Pre-school and the Supervisor must be provided with clear written instructions on how to administer such medication.
- All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.
- The group must have the parents or guardians prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to your insurance provider.
- We would require information about the child's medical needs, how to administer medication (frequency and dosage). The medication **MUST** be in the original container and clearly labelled.
- Parents/Carers are required to complete a medical form with all the relevant information on it, indicated above. Staff always records the dosage given, whilst being witnessed by another member of staff. Parents/carers will sign this record and the end of the session.

### **Life saving medication & invasive treatments**

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

St. Mary's Pre-school must have:

- A letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered.
- Written consent from the parent or guardian allowing staff to administer medication.
- Proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.

Copies of all three letters relating to these children must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal (if you have another provider, please check their procedures with them). Confirmation will then be issued in writing confirming that the insurance has been extended.

### **Key person for special needs children**

*Children requiring help with tubes, to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.*

For children with such needs we will make any reasonable adjustments to our daily routines. We require prior written consent from the child's parent or guardian to give treatment and/or medication prescribed by the child's Doctor. The allocated key person will have relevant medical experience/training to assist the child. Although

staff members are fully up to date with their first aid training.

**Further guidance:**

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

**Procedures for children with allergies**

When parents start their children at St. Mary's Pre-school they are asked if their child suffers from any known allergies. This is recorded on the registration form.

If a child has an allergy, a risk assessment form is completed to detail the following:

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

This form is kept in the child's personal file and a copy is displayed where staff can see it. Parents or health professionals train staff in how to administer special medication in the event of an allergic reaction.

- Generally, no nuts or nut products are used within the setting.
- Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

**Insurance requirements for children with allergies and disabilities**

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

If you are unsure about any aspect, contact the Pre-school Learning Alliance Insurance Department on 020 7697 2585 or email [membership@pre-school.org.uk](mailto:membership@pre-school.org.uk).

**Table 1: Incubation and Exclusion Periods of the Common Infectious Diseases**

Disease	Incubation Period (days)	Infectious Period (days)	Minimum Period of Exclusion (provided child feels well)

Chicken Pox	13-21	1-2 days before till 5 days after spots appear.	Seven days from appearance of rash. <b>ALL</b> spots must have scabbed.
Conjunctivitis	1-3	Until active infection is Cleared.	Until active infection is Cleared.
Food poisoning	0-2		Until declared fit
German Measles	16-18	1 week before until 4 days after rash appears.	Until clinical recovery
Measles	7-14	1 day before until 4 days after rash appears.	Until clinical recovery
Meningitis	Depends on cause		Until clinical recovery & bacteriological examination is clear.
Mumps	12-25 (commonly 18)	7 days before & up to 9 days after swelling shows.	Until disappearance of all swelling
Scarlet Fever	1-3	Day sore throat starts until 24 hrs after antibiotics started	Until clinical recovery
Whooping Cough	7-10	2-4 days before until 21 days after coughing starts or 5 days after start of course of antibiotics	Until clinical recovery

**Table 2: Incubation and Exclusion Periods of the Common Infections**

<b>Disease</b>	<b>Incubation Period (days)</b>	<b>Infectious Period (days)</b>	<b>Minimum Period of Exclusion (provided child feels well)</b>
Impetigo	4-10	When spots are discharging pus	Until spots have healed, unless they can be covered.
Head Lice			Until treatment has been carried out successfully.
Verrucae			Exclusion from barefoot activities until certified free from infection.
Athletes Foot			Exclusion from barefoot activities

			until certified free from infection.
Ringworm of the Scalp or Body	4-10	While rash present	Until adequate treatment instituted, provided lesions are covered.
Threadworm	2-6 weeks	While eggs are being shed in faeces	Until adequate treatment instituted.
Scabies	Few days -6 weeks	Until 24 hrs after treatment finishes.	Until adequate treatment instituted.

This policy was adopted at a meeting of  
Held on

St. Mary's Pre-school  
1<sup>st</sup> May 2012 (date)

Date to be reviewed  
Signed on behalf of the management  
committee

Reviewed: 18<sup>th</sup> April 2013  
Summer 2014 (date)

Name of signatory  
Role of signatory (e.g. chair/owner)

Sarah Downing  
Chair



## General Health and safety

St. Mary's Pre-school believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

St. Mary's pre-school aims to make children, parents and staff aware of health and safety issues. This is to minimise the hazards and risks and enable the children to thrive in a healthy and safe environment. We carry out a risk assessment at the start of every session.

The member of staff responsible for health and safety is:

- **Genna Flint (supervisor)**
- 

Genna is competent to carry out these responsibilities and she has undertaken health and safety training and regularly updates his/her knowledge and understanding.

We display the necessary health and safety poster in

### **The Porch**

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#### Insurance cover

- We have public liability insurance and employers' liability insurance.
- The certificate for public liability insurance is displayed in:

### **The Porch**

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#### Raising awareness

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

- Children are made aware of health and safety issues through discussions, planned activities and routines.
- The minimum temperature will be maintained at 16.0 degrees.

### **Risk Assessment**

- We complete an annual risk assessment of equipment and surroundings and take action where it is needed, whether it is a short-term or long-term risk. Everything is recorded.
- We also carry out a daily risk assessment on play equipment, building, outside area and weather risks. These are also recorded.

(Please refer to our full risk assessment policy)

### **Safety of children**

- Enrolment forms include emergency contact details in case of accident or injury.
- The 'door list' ensures that the children go home with the nominated person on this list. There is also a member of staff on the door to prevent children leaving the premises without the supervised adult.
- A staff and child register is kept on a daily basis and anyone entering the preschool is required to sign the visitors book.
- The front door is locked during sessions and a key kept out of the reach of children. Although is it accessible in case of an emergency.

### **Doors**

- We take precautions to prevent children's fingers from being trapped in doors.
- We have protectors on the doors to prevent children and fingers being trapped. New members of staff, volunteers and parents are reminded that they are to replace them once they have used the toilet.
- The children are not allowed through the store cupboard door and out into the outside space without supervision.

### **Floors**

- All floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged.
- Toilets are cleaned on a daily basis and whenever it is apparent that cleaning needs to be done.

### **Storage**

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

(Please also see our illness, safeguarding and un-collected children policy)

### **Supervision of children**

- Children are supervised at all times and are never left alone.

- The Adult child ratios are at or above the levels set out in EYFS;
  - ❖ 1:6 or 1:5 if an parent helper is in the setting, for children 3 and above
  - ❖ 1:4 for children under 3
  - ❖ 1:2 on outings.
- Staff are fully trained in the care of young children. Regular courses are attended to further improve our care.
- Physical play is always supervised
- Extra care is taken with the supervision of children with disabilities or special educational needs.

(Please also see our child protection and lost child policy)

### **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 or to change light bulbs they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own or leave on their own after dark.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.
- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used. This states what the risks are and what to do if they have contact with eyes or skin or are ingested. It also states where they are stored.
- We keep all cleaning chemicals in their original containers out of the reach of the children in our care.

### **Accident prevention**

We aim to reduce the risk by:

- Setting up the equipment/session with a regard to safety
- Carrying out a risk assessment at the start of every session to co-inside with planned activities.
- Ensuring children are wearing suitable shoes - no wellington boots or flip-flops.
- No jewellery to be worn by the children.
- Enforcing 'no running' and 'no throwing' rules during before and after sessions.
- Ensuring that children are not climbing in long dressing up clothes or with items/objects in their hands.
- Trip hazards and spills are checked and cleared before a session starts. This is monitored and dealt with also when a session is running.
- Ensuring that hot drinks are kept within the kitchen area.

### **In the event of an accident or injury:**

- The first aid box is in the Kitchen - out of the reach of the children

- It is stocked with the latest equipment. Guidance is taken from the most relevant first aid course provider.
- The contents are checked regularly by the health and safety officer and are replenished or replaced if necessary.
- All staff at St. Mary's Pre-school hold an up to date first aid certificate. This is renewed every 3 years.
- An accident book is kept and all incidents, major and minor to children or adults, are recorded within this.
- When a child enters pre-school with an injury this is also noted in the accident book. (see child protection policy).

**In the case of serious accident:**

- A trained first aider will deal with the casualty.
- One person will telephone the emergency services for help.
- At least two adults (or the remaining staff/adults) will occupy and keep the other children calm.
- The parent will be phoned to accompany the child to hospital or a member of staff will accompany the child if the enough care for the remaining children is provided.
- When a child enters pre-school with an injury this is also noted in the accident book. (see child protection policy).
- Permission for medical intervention is given at enrolment of a new child at St. Mary's Pre-school and we will administer this treatment if we are allowed to and it is needed. We will phone a parent if we need to intervene.
- The supervisor will write a report on the incident.
- Ofsted will be informed alongside the child-protection agencies.

**Electrical/gas equipment**

- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- Storage heaters are checked daily to make sure they are not covered.
- 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.

**Outdoor area**

- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides, if this is necessary to do so.

- 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 is cleaned regularly.
- All outdoor activities are supervised at all times.

### Hygiene

- We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- The children are expected to wash their hands before snack time and lunch.
- On times, the children are encouraged and supervised to help with washing up the snack cups. Once the children have washed up the cups are checked for cleanliness and if necessary washed again.
- We have a daily cleaning routine for the setting which includes play room(s), kitchen, rest area, toilets and nappy changing areas.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
- We implement good hygiene practices by:
  - ❖ cleaning tables between activities
  - ❖ cleaning toilets regularly
  - ❖ wearing protective clothing - such as aprons and disposable gloves - as appropriate
  - ❖ providing sets of clean clothes
  - ❖ providing tissues and wipes

(Please also refer to our full food and drink and food hygiene policy)

### Activities and resources

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic and are suitable for the age range.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.
- Large pieces of equipment are discarded only with the consent of the manager and the chairperson or owner

This policy was adopted at a meeting of	<u>St. Mary's Pre-school</u>	
Held on	<u>1<sup>st</sup> May 2012</u>	(date)
	<u>Reviewed: 18<sup>th</sup> April 2013</u>	
Date to be reviewed	<u>Summer 2014</u>	(date)
Signed on behalf of the management committee		
Name of signatory	<u>Sarah Downing</u>	
Role of signatory (e.g. chair)	<u>Chair</u>	



## Risk Assessment

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

### The basis of a risk assessment is:

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

### Procedures

At St. Mary's Pre-school we ensure we carry out an annual risk assessment of the building and equipment and we also carry out a daily risk assessment to co-inside with changes in the building, equipment that is being used and the uncertainty of the weather. These records are updated and kept for reference. The Supervisor is responsible for carrying out the annual and daily assessments. If she is not in the deputy supervisor will carry out this procedure.

### Our risk assessment process covers adults and children and includes:

- checking for and noting hazards and risks indoors and outside, and in our premises and for activities;
- assessing the level of risk and who might be affected;
- deciding which areas need attention; and
- developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
- Our risk assessment is written and is reviewed regularly, this is on a daily basis and an overall annual assessment.
- We maintain lists of health and safety issues, which are checked daily before the session begins as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.
- Knowledge and understanding of Health & Safety legislation including Control of Substances Hazardous to Health (COSHH) & Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).

(Please also refer to our Health and Safety Policy).

This policy was adopted at a meeting of	<u>St. Mary's Pre-school</u>	name of setting
Held on	<u>18<sup>th</sup> April 2013</u>	(date)
Date to be reviewed	<u>Summer 2014</u>	(date)
Signed on behalf of the management committee		
Name of signatory	<u>Sarah Downing</u>	
Role of signatory (e.g. chair/owner)	<u>Chair</u>	



## **Food and Drink and Food Hygiene**

St. Mary's Pre-school regards snack and meal times as an important part of the setting's day. Eating represents a social time for children and adults and helps children to learn about healthy lifestyles. We promote healthy eating using resources and materials from the Pre-school Learning Alliance campaign *Feeding Young Imaginations*. At snack times, we aim to provide nutritious food, which meets the children's individual dietary needs.

### **Procedures**

At St. Mary's Pre-school we follow these procedures to promote healthy eating in our setting.

- Before a child starts to attend the setting, we find out from parents their child's dietary needs and preferences, including any allergies. (See the *Managing Children with Allergies* policy.)
- We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs, including any allergies, are up-to-date. Parents sign the up-dated record to signify that it is correct.
- We display, if needed, current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We provide nutritious food for snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- For our snacks we ensure the children have a good variety of healthy food.
- A record is made on the parent register of what each child has eaten for snack time.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We organise our lunch club and snack times so that they are social occasions in which children and staff participate.
- We use lunch club and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We encourage children to bring in their own drinking water so they have direct access to water. Children can ask for water at any time during the day.
- We have a dedicated place where the children can place their lunch boxes if staying all day.

### Packed lunches

At St. Mary's pre-school we require children who are staying all day or attending an afternoon to bring in a packed lunch.

- We encourage parents to include an ice pack in their child's lunch box; however we keep them in the coolest part of the setting.
- We encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts such as yoghurt or crème fraîche. We discourage sweet drinks and can provide children with water.
- We discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We approach the parents to ask them to change the contents of their children lunch. This will remain monitored to make sure it improves.
- Our staff sit with the children to eat their lunch so that the mealtime is a social occasion.



## Food Hygiene

At St. Mary's Pre-school we provide snacks to all children and require parents to supply packed lunches for children staying all day or attending an afternoon session.

We are registered with Environmental Health.

We maintain the highest possible food hygiene standards with regard to the storage, preparation and serving of food. We will report any 2 or more cases of food poisoning incident to Ofsted and the environmental health agency. Please see the procedures below.

We regularly seek information from the Environmental Health Department and the Health Authorities to ensure that we keep up to date with the latest recommendations.

Staff members who hold a valid food hygiene certificate are:

**Carol Lovell, Pam Coombes and Karen Barrett.**

### **Procedures**

- The person in charge and the person responsible for food preparation understands the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to their business. This is set out in *Safer Food Better Business*. The basis for this is risk assessment as it applies to the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
- All staff follow the guidelines of *Safer Food Better Business*.

- At least one person has an in-date Food Hygiene Certificate.
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
- Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of it being brought into pre-school.
- Food preparation areas are cleaned before use as well as after use.
- There are separate facilities for hand-washing and for washing up.
- All surfaces are clean and non-porous.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.

When children take part in cooking activities, they:

- are supervised at all times;
- understand the importance of hand washing and simple hygiene rules
- are kept away from hot surfaces and hot water; and
- do not have unsupervised access to electrical equipment such as blenders etc.

#### Reporting of food poisoning

- Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the 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.

(Please also refer to our Health and safety Policy)

This policy was adopted at a meeting of	<u>St. Mary's Pre-school</u>	name of setting
Held on	<u>18<sup>th</sup> April 2013</u>	(date)
Date to be reviewed	<u>Summer 2014</u>	(date)
Signed on behalf of the management committee	<hr/>	
Name of signatory	<u>Sarah Downing</u>	
Role of signatory (e.g. chair/owner)	<u>Chair</u>	



## Missing Child

At St. Mary's Pre-school Children's safety is maintained as the highest priority at all times both on and off premises. Every attempt is made through carrying out the outings procedure and the exit/entrance procedure to ensure the security of children is maintained at all times.

At St. Mary's Pre-school we will aim to prevent children becoming lost by following the following procedures:

- The front door key is always locked when Pre-school is in session. The key is hung out of the reach of children but accessible to adults in case of fire.
- At the beginning and endings of sessions a member of staff is posted on the 'door' and ensures that children leave with the authorised adult.
- When there are large social events such as the Christmas party and Easter lunch the children are required to be collected by the documented adult and then re-admitted when the party starts. All the children have to be collected before children and parents are re-admitted for the party.
- At large social events, as mentioned above, the responsibility for the child is with the adult that is accompanying them.
- Children are not allowed into the porch or through the store cupboard to the back garden without adult supervision. This is made clear to new starters and their parents.
- When children are in the garden they are protected by high-locked gates and are supervised by an adult at all times.
- A register and visitors book is kept during each session and is updated regularly.
- The keyperson of a new child will ensure that they and their parents know where they can and cannot go and seek to be forewarned by parents of particularly adventurous children.
- The member of committee responsible for health and safety regularly conducts a risk assessment in order to make all adults aware of possible dangers and to help them to avoid them. He/she will also prepare a checklist of possible hiding places in and around the pre-school's premises.
- During each session keyperson are responsible for small numbers of children and would identify if there is any one missing and report this to the supervisor immediately.
- Children are recorded on the 'door list' during snack time and any absences can be identified immediately.

**In the unlikely event of a child going missing, our missing child procedure is followed:**

**Child going missing on the premises:**

- As soon as it is noticed that a child is missing the key person/staff alerts the setting leader.
- The children will be gathered onto the big mat with two adults while the others search the building and immediate area. The setting leader will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wonder out.
- If the child is not found, the parent is contacted and the missing child is reported to the police.
- The setting leader talks to the staff to find out when and where the child was last seen and records this.
- The setting leader contacts the chairperson and reports the incident. The chairperson, with the management committee, (or proprietor) carries out an investigation and may come to the setting immediately.

**Child going missing on an outing**

This describes what to do when staff have taken a small group on an outing, leaving the setting leader and/or other staff back in the setting. If the setting Leader has accompanied children on the outing, the procedures are adjusted accordingly. What to do when a child goes missing from a whole setting outing may be a little different, as parents usually attend and are responsible for their own child.

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

### The investigation

- Staff keep calm and do not let the other children become anxious or worried.
- The setting leader together with the chairperson or representative from the management committee or owner, speaks with the parent(s).
- The chairperson and management committee or owner, carry out a full investigation taking written statements from all the staff in the room or who were on the outing.
- The key person/staff member writes an incident report detailing:
  1. The date and time of the report.
  2. What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
  3. When the child was last seen in the group/outing.
  4. What has taken place in the group or outing since the child went missing.
  5. The time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's Social Care may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, Ofsted is informed.
- The insurance provider is informed.

The Chair, with guidance from the relevant authorities and organisations involved, will support the parents and staff providing appropriate levels of counselling and care in the situation.

This policy was adopted at a meeting of	<u>St. Mary's Pre-school</u>	
Held on	<u>1<sup>st</sup> May 2012</u>	(date)
	<u>Reviewed: 18<sup>th</sup> April 2013</u>	
Date to be reviewed	<u>Summer 2014</u>	(date)
Signed on behalf of the management committee		
Name of signatory	<u>Sarah Downing</u>	
Role of signatory (e.g. chair)	<u>Chair</u>	



## Fire Safety and Emergency Evacuation

At St. Mary's Pre-school we ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer, or Fire Safety Consultant.

St. Mary's pre-school emergency evacuation procedures are approved by the Fire Safety Officer and are:

- Clearly displayed in the main room whilst Pre-school is in session.
- Are explained to new members of staff, volunteers and parents.
- Practiced at least once a term.
- Records are kept of fire drills and the servicing of fire safety equipment.
  
- Regular Drills are carried out and actions implemented if needed.
- Smoking is not permitted on pre-school premises.
- The supervisor or acting supervisor for each session will check that fire escape routes are clear and that the fire alarm (whistle) is accessible.
- The Supervisor will carry out fire drills at least once a term. These will be recorded in the administration folder.
- Our Supervisor has received training in fire safety sufficient to be competent to carry out risk assessment
- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.

### Emergency evacuation procedure

At St. Mary's pre-school we ensure that our children, staff and volunteers are familiar with the evacuation procedure. Fire exits are clearly marked, easy to open from the inside and are not obstructed.

### The escape routes for St. Mary's pre-school are:

- Through the main church hall doors and porch into the church yard.
- Via the sanctuary - Pull the sliding doors back and open the emergency door. Follow the path round to the side gates and out into the church yard.
- Through the store cupboard, into the garden and follow either path round to the church yard.

### Procedures to be followed if the church hall needs to be evacuated:

- The supervisor of the session will assemble the children by blowing a whistle.
- Staff to guide children to the nearest safe escape route.
- A member of staff to collect the door list, register and visitor book.
- The supervisor to check the toilets and all rooms before leaving the building.
- Lead the children calmly to the assembly point - the church yard.
- Take Children's register; check all staff and visitors are present.
- When all children, staff and visitors are safe and accounted for phone the fire brigade.

In the event of the building needing to be evacuated due to a fire or other serious incident, the staff will escort the children to Burford School. Once safely at Burford School the supervisor will contact parents/carers to come and collect their child from the school.

### **Burford School**

Marlow Bottom  
 Marlow, Buckinghamshire  
 SL7 3PQ  
 Tel: 01628 486655

### **Our fire drills are recorded in our 'Administration Folder' and contains:**

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

(Please also see our general safety policy and risk assessment policy)

This policy was adopted at a meeting of	<u>St. Mary's Pre-school</u>	
Held on	<u>1<sup>st</sup> May 2012</u>	(date)
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Date to be reviewed	<u>Summer 2014</u>	(date)
Signed on behalf of the management committee	<u>Sarah Downing</u>	
Name of signatory	<u>Chair</u>	
Role of signatory (e.g. chair)		



## No-Smoking Policy

We comply with health and safety regulations and the Welfare Requirements of the EYFS in making St. Mary's Pre-school a no-smoking environment - both indoor and outdoor.

### Procedures

- All staff, parents and volunteers are made aware of our no-smoking policy.
- We display no-smoking signs.
- The no-smoking policy is stated in our information brochure for parents.
- We actively encourage no-smoking by having information for parents and staff about where to get help to stop smoking if they are seeking this information.
- Staff who smoke do not do so during working hours. Unless on a break and off the premises.
- Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.
- Staff who smoke are required to bring a spare change of clothes with them and will be advised to change if their smoking break brings them back into contact with children and colleagues within 15 mins of smoking.

### Legal framework

The Smoke-free (Premises and Enforcement) Regulations 2006:  
[www.opsi.gov.uk/si/si2006/20063368.htm](http://www.opsi.gov.uk/si/si2006/20063368.htm)

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Role of signatory (e.g. chair)	<u>Chair</u>	



## Nappy Changing

No child is excluded from participating at St. Mary's Pre-school who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

### Procedures

- Young children from two years are encouraged to wear 'pull ups' or other types of trainer pants as soon as they are comfortable with this and their parents agree.
- Key persons on most occasions undertake changing young children in their key groups; back up key persons change them if the key person is absent or is involved in an activity.
- Changing areas are warm and there are safe areas to lay young children if they need to have their bottoms cleaned.
- Parents are required to provide nappies, wipes and bags for their child.
- Gloves are put on before changing starts.
- The change mat is wiped down after every nappy change with paper towels anti-bacterial spray to ensure it is clean and safe for the following child.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, key persons ensure that nappy changing is relaxed and a time to promote independence in young children.
- Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- We have a range of potty training accessories in order to assist the training being undertaken at home.
- Children are encouraged to wash their hands and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Nappies and 'pull ups' are disposed of hygienically. Any soil (faeces) in nappies or pull ups is flushed down the toilet and the nappy or pull up is bagged and left outside for parents to collect. **At St. Mary's Pre-school we are unable to put**

**nappies in the bins as they belong to the church – parents are advised of this.**

- Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for the parent to take home.
- Staff, volunteers and parents who are not DBS checked are **NOT** allowed to change a nappy or be alone with a child.

NB If young children are left in wet or soiled nappies/'pull ups' in the setting this may constitute neglect and will be a disciplinary matter. Settings have a 'duty of care' towards children's personal needs.

This policy was adopted at a meeting of	<u>St. Mary's Pre-school</u>	
Held on	<u>1<sup>st</sup> May 2012</u>	(date)
	<u>Reviewed: 18<sup>th</sup> April 2013</u>	
Date to be reviewed	<u>Summer 2013</u>	(date)
Signed on behalf of the management committee		
Name of signatory	<u>Sarah Downing</u>	
Role of signatory (e.g. chair)	<u>Chair</u>	



## Children Under 24 Months

The Pre-school accepts overall responsibility for all children ranging from 24 months to 5 years. The Supervisor at each session will take overall responsibility for all children on the register supported by a well trained staff team. The setting does not cater for children less than 24 months, other than at dropping off and picking up time for older siblings and preschool fundraising events when younger children maybe welcome if appropriate.

### Parent Helpers

Whilst wishing to encourage parent helpers, the Pre-school feels that the best interests of the children on the register are not best served if younger children / siblings are present with their carer during these Pre-school sessions, and therefore, it is necessary for carers to make alternative arrangements if they wish to contribute in this valuable way.

On occasions where younger children attend Pre-school and their carer does not form part of the Staff Rota, the carer is to be reminded of the need to supervise their child at all times. This applies at dropping off and picking up times, Pre-school social events, outings and settling in periods prior to commencing pre-school or at any time when visiting Pre-school sessions.

- Children and infants below pre-school age must remain in the sight of their parent/carers at all times.
- Children and infants below pre-school age must be provided with suitable toys, refreshments, nappies etc. according to the age of the child.
- Children in buggies and prams must be brought into the playroom at picking up and dropping off times.
- We advise that children and infants should not be left alone in cars at picking up and dropping off times.

This policy was adopted at a meeting of  
Held on

St. Mary's Pre-school  
1<sup>st</sup> May 2012 (date)

Date to be reviewed

Reviewed: 18<sup>th</sup> April 2013  
Summer 2014 (date)

Signed on behalf of the management  
committee

Name of signatory

Sarah Downing

Role of signatory (e.g. chair)

Chair



## Parental Involvement

Parents are the first educators of their young children. The aim of St. Mary's Pre-school is to support this important work not to supplant it. We also aim to support parents in their own continuing education and personal development.

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

*'Parental responsibility' is all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property. (For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance's Child Protection Record publication.)*

### **At St. Mary's we will:**

- Make all new parents aware of our systems and policies.
- Encourage parents to play an active part in the management of pre-school.
- Ensure that parents are informed on a regular basis about their child's progress.
- Encourage parents to help at pre-school sessions, during which a member of staff will explain their duties and responsibilities.
- Provide the opportunity to involve parents in shared record keeping about their own child either formally or informally.
- Ensure that parents are informed about meetings.
- Welcome the contributions from parents in any form.
- Make known to parents the systems for registering queries, complaints and suggestions.
- Provide the opportunities for parents to learn about the pre-school curriculum and about young children's learning in pre-school and home.
- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We distribute parent surveys to monitor the development of the pre-school on an annual basis.

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

- Admissions policy.

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

This policy was adopted at a meeting of	<u>St. Mary's Pre-school</u>	name of setting
Held on	<u>6<sup>th</sup> November 2012</u>	(date)
	<u>Reviewed: 18<sup>th</sup> April 2013</u>	
Date to be reviewed	<u>Summer 2014</u>	(date)
Signed on behalf of the management committee		
Name of signatory	<u>Sarah Downing</u>	
Role of signatory (e.g. chair/owner)	<u>Chair</u>	



## Children's Policy

At St. Mary's pre-school we promote children to be *strong, resilient and listened to* by creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.

We promote children to be *strong, resilient and listened to* by:

- Encouraging children to develop a sense of autonomy and independence.
- Enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

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

To be **strong** means to be:

- **Secure** in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on
- **Safe and valued** as individuals in their families and in relationships beyond the family, such as at St. Mary's Pre-school
- **Self-assured** and form a positive sense of themselves - including all aspects of their identity and heritage;
- **Included equally and belong** within St. Mary's pre-school and in community life in general
- **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** where they 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
- To develop a **sense of responsibility** towards self and others
- 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.

This policy was adopted at a meeting of  
Held on

St. Mary's Pre-school  
1<sup>st</sup> May 2012 (date)

Date to be reviewed

Reviewed: 18<sup>th</sup> April 2013  
Summer 2014 (date)

Signed on behalf of the management  
committee

Name of signatory

Sarah Downing

Role of signatory (e.g. chair)

Chair



## Confidentiality and Client Access to Records

At St. Mary's Pre-school, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years education and care in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

### **Confidentiality procedures**

- We always check whether parents regard the information they share with us to be regarded as confidential or not.
- Some parents sometimes share information about themselves with other parents as well as staff; St. Mary's cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our record keeping procedures) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely (see our record keeping procedures).

### **Client access to records procedures**

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

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the setting supervisor.
- The supervisor informs the chair of the management committee and sends a written acknowledgement.
- The setting commits to providing access within 14 days, although this may be extended.
- The supervisor and chair of the management committee prepare the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
- 'Third parties' include all family members who may be referred to in the records.

- It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- A photocopy of the complete file is taken and the supervisor and chair of the management committee go through the file and remove any information which a third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by St. Mary's, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the supervisor, so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

All the undertakings above are subject to the paramount commitment of St. Mary's pre-school, which is to the safety and well-being of the child.

We have checked with the Information Commissioner's Office (ICO) and we are not legally required to be a member.

*(Please see also St. Mary's Pre-school policy on child protection).*

This policy was adopted at a meeting of	<u>St. Mary's Pre-school</u>	
Held on	<u>1<sup>st</sup> May 2012</u>	(date)
	<u>Reviewed: 18<sup>th</sup> April 2013</u>	
Date to be reviewed	<u>Summer 2014</u>	(date)
Signed on behalf of the management committee		
Name of signatory	<u>Sarah Downing</u>	
Role of signatory (e.g. chair)	<u>Chair</u>	



## Children's Records

At St. Mary's Pre-school there are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act. This policy and its procedures are taken in conjunction with the Confidentiality Policy and our procedures for information sharing.

Here at St. Mary's Pre-school keep two kinds of records on children attending our setting:

### Developmental records

- These include observations of children in St. Mary's, photographs and samples of their work and summary developmental reports.
- These are usually kept in the main room and can be freely accessed, and contributed to, by staff, the child and the child's parents.
- At St. Mary's pre-school each child has a 'record' of their progress towards the Early Learning Goals based on the Early Years Foundation Stage curriculum. This record is updated and managed by the child's keyperson. The book is shared regularly with the child's parents or carers, at least once a term, where comments are invited to be added if desired.
- This 'developmental book' is given to the parents/carers when the child leaves St. Mary's Pre-school.
- The Foundation Stage Records, along with a copy of each child's leaver's report, will be passed directly to Burford School. This is necessary for the continuity in record keeping throughout the Foundation Stage. If the child is not transferring to Burford School the Foundation Stage Record and leaver's report will be given to parents to pass to their child's Primary School.

### Personal records

- These include registration and admission forms, signed consent forms, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an on-going 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 file or cabinet and are kept securely by our Administrator.
- Parents have access, in accordance with our Client Access to Records policy, to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff

induction includes an awareness of the importance of confidentiality in the role of the key person. When children's learning journey's and planning/development records go home by keyperons they are kept and transported securely in a locked case. Staff keep records home for the minimum amount of time and when not being worked on they are kept locked securely.

- We retain children's records for three years after they have left at St. Mary's. These are kept in a secure place.

**Other 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 Pre-school Learning Alliance or other recognised qualifications and training, when they are observing in the setting, are advised of our confidentiality policy and are required to respect it.

(Please also refer to our provider records policy)

This policy was adopted at a meeting of Held on	<u>St. Mary's Pre-school</u> <u>1<sup>st</sup> May 2012</u> (date) <u>Reviewed: 18<sup>th</sup> April 2013</u>
Date to be reviewed	<u>Summer 2014</u> (date)
Signed on behalf of the management committee	<hr/>
Name of signatory	<u>Sarah Downing</u>
Role of signatory (e.g. chair)	<u>Chair</u>



## Provider records

St. Mary's Pre-school keep records for the purpose of maintaining our business.

These include:

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

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 Data Protection Act and the Human Rights Act.

### Procedures

- All records are the responsibility of the officers of the management committee who ensure they are kept securely.
- All records are kept in an orderly way in files and filing is kept up-to-date.
- Financial records are kept up-to-date for audit purposes.
- Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed.
- Our Public Liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.

(This policy and procedure is taken in conjunction with the Confidentiality and Client Access to Records policy and Information Sharing policy. Please refer to these if necessary)

This policy was adopted at a meeting of	<u>St. Mary's Pre-school</u>	
Held on	<u>1<sup>st</sup> May 2012</u>	(date)
	<u>Reviewed: 18<sup>th</sup> April 2013</u>	
Date to be reviewed	<u>Summer 2014</u>	(date)
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Name of signatory	<u>Sarah Downing</u>	
Role of signatory (e.g. chair)	<u>Chair</u>	



## Adverse Weather Closure

Closing the Pre-school school in any circumstance will be the last resort and a situation we would seek to avoid wherever practically possible. However, it may be necessary to close the school in order to ensure the safety of pupils and in this event it is essential that all parents are informed quickly and clearly about the situation.

St. Mary's Pre-school recognises that adverse weather conditions can prevent staff from reaching their normal place of work. All staff are expected to make every reasonable effort to attend for work, but without compromising their health and safety.

Procedure for notifying parents should we close during a session.

- We will notify Bucks County Council who will place the information on the website [www.buckscc.gov.uk](http://www.buckscc.gov.uk) (forced closure page)
- We will call parents via the contact numbers given and we will leave a message and text if we do not receive a response.
- A committee member will post the information on the school website: [stmaryspreschoolmb.weebly.com](http://stmaryspreschoolmb.weebly.com)

Procedure for notifying parents should we close before a session begins.

- We endeavor to make any decision to close by approximately 8.00am. We have to take into account that conditions in Marlow Bottom can be quite different to those in High Wycombe and outlying villages and that many of the staff do not live in walking distance of the school.
- The default position is always that the school is open unless you are advised otherwise.
- A member of the staff or committee will call you via the contact numbers we have to inform you as soon as a decision is made. If we cannot reach you we will leave a message on the main contact number and try the next one. We will also email the decision to parents via our administrator.
- The closure will appear on the Bucks website under 'enforced closure' and we will post it on our website. ([www.buckscc.gov.uk](http://www.buckscc.gov.uk))

**We would ask all parents to ensure that they have given up-to-date mobile phone numbers, home numbers and other contact details to us.**



Staff Members to sign to acknowledge information contained in the Parent Policy handbook:

Genna Flint	
Carol Lovell	
Karen Barrett	
Pam Coombs	
Lesley Read	
Chris Harper	
Laura Borrey	
Name:	