

Learning Tree Pre School (Swindon) Limited Policies

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Policy statement

We promote children's right 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's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.

We promote children's right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.

We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.

We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

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

To be strong means to be:

secure in their foremost attachment relationships, where they are loved and cared for by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;

safe and valued as individuals in their families and in relationships beyond the family, such as day care or school;

self-assured and form a positive sense of themselves – including all aspects of their identity and heritage;

included equally and belong in our setting and in community life;

confident in their own abilities and proud of their achievements;

progressing optimally in all aspects of their development and learning;

part of a peer group in which they learn to negotiate, develop social skills and an identity as global citizens, respecting the rights of others in a diverse world; and

able to represent themselves and participate 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 themselves and others;

develop a sense of responsibility towards themselves and others; and

be able to represent themselves and others in key decision making processes.

To be listened to means:

adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas;

adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;

adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate; and adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services.

1.2. Safeguarding Children and Child Protection Policy 2024/25

Name of Setting

Learning Tree Pre-School (Swindon) Limited

Name of Designated Safeguarding Lead (DSL)

Emma Norton

Name of Deputy Designated Safeguarding Lead (DDSL)

Claire Thirston-Hewer

Name of person responsible for reviewing the policy

Elaine Tucker, Emma Norton, Claire-Thirston-Hewer

Date of policy02/10/2024.....

Date next review is due.....October 2025.....

Date of any amendments ...02/10/2024.....

- *This is a statutory policy and it forms part of the induction procedure for all new staff/volunteers and parents*
- *All staff, volunteers and parents have access to this policy and sign to say they have read and understood the content and any updates.*
- *Staff, volunteers and parents are kept informed of any updates to the policy.*
- *This policy will be reviewed and ratified at least annually and/or following any updates.*

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Introduction

“The welfare of the child is paramount” – Children Act 1989

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. (Statutory Framework for the EYFS).

Principles of this Policy

We aim to provide a high-quality setting which is welcoming, safe and stimulating and where children are able to enjoy learning and grow in confidence. We will take all necessary steps to safeguard and promote the welfare of children and ensure the suitability of adults who have contact with them. We will promote good health, manage behaviour and maintain records, policies and procedures.

For the purpose of this policy, the Keeping Children Safe in Education 2024 definition of safeguarding

and promoting the welfare of children is used and defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children’s mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

At this setting we understand that safeguarding and promoting the welfare of children is of paramount importance and that it is everyone’s responsibility. We will be alert to any issues or concerns in the child’s life at home or elsewhere and maintain a child-centred approach at all times. We are aware that children with special educational needs or disability are

particularly vulnerable to abuse. We will maintain an attitude of “it could happen here” where safeguarding is concerned and always act in the best interest of the child.

At this setting we are committed to;

- Ensuring that Safer Recruitment practices for checking the suitability of staff and volunteers are followed in line with [South West Child Protection Procedures \(SWCPP\)](#).
- Ensuring that all staff and volunteers follow the settings Code of Conduct/Behaviour Policy in line with the [Guidance for Safer Working Practice for Adults who Work with Children](#) (Safer Recruitment Consortium)
- Establishing and maintaining a safe and secure environment.
- Providing a curriculum and experiences that will enable children to develop the skills they need to stay safe from abuse, including online abuse.
- Ensuring staff and volunteers are able to identify children with potential emerging problems or concerns and implement strategies early on to avoid escalation. ([Early Help](#)).
- Ensuring that staff and volunteers are aware of the signs and symptoms of abuse and know the correct procedure for reporting and referring concerns. ([Swindon Safeguarding Partnership](#)).
- Providing support for children who have been abused.
- Ensuring that all staff are aware of the procedures to follow if they have a concern about another adult or a member of staff (refer to Whistleblowing Policy).
- Working in partnership with other agencies, this includes sharing information effectively, attending child protection conferences, core groups and other relevant meetings.
- Working in partnership with parents/carers to keep children safe and well.

Legislation and Guidance

Our safeguarding and child protection procedures have been developed using guidance from the [Swindon Safeguarding Partnership](#) (SSP), the [South West Child Protection Procedures](#) (SWCPP) and with regard to the following legislation:

- The Statutory Framework for the Early Years Foundation Stage – 2024
- The Children Act 1989, 2004 and the Childcare Act 2006
- Working Together to Safeguard Children 2018
- What to do if you're worried a child is being abused: advice for practitioners - 2015
- Information Sharing: advice for practitioners providing safeguarding services- 2018
- The Prevent Duty-departmental advice for schools and childcare providers – 2023
- Keeping Children Safe in Education – 2024
- [Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners \(Published 4 February 2019\)](#)

This Safeguarding Children and Child Protection Policy applies to all staff, managers, committee members, students and volunteers in the setting.

Other policies that should be read alongside this policy include:

- Health and Safety
- Intimate Care
- First Aid
- Medicines
- Behaviour Management

- Staff Behaviour Policy (guidance for safer working practice/code of conduct)
- Missing Child
- Online Safety
- Failure to Collect Child
- Site Security
- Risk Assessments
- Equal Opportunities
- Special Educational Needs and Disability
- Outings/Visits
- Emergency Evacuation Procedures
- Concerns/Complaints
-

The Role of the Designated Safeguarding Lead (DSL) and Deputy (DDSL)

- An appropriately qualified and experienced DSL and deputy have been appointed to fulfil the role. Time and resources have been allocated in order that this role can be carried out effectively.
- The DSL or deputy will be available at all times when children are present, for staff to discuss safeguarding concerns.
- The DSL and deputy will attend appropriate training to equip them to fulfil their role. They will refresh their training at least every 2 years. ([SSP training page](#))
- The DSL has overall responsibility for the day-to-day safeguarding and child protection systems in the setting. These responsibilities include;
 - Liaising with other professionals in all agencies, including social services, police and health colleagues.
 - Keeping staff and themselves up to date with any changes to national and local policy or legislation.
 - Being a source of support, advice and guidance to staff, both paid and voluntary, on an ongoing basis and on any specific safeguarding issue as required.
 - Co-ordinating child protection action within the setting, including making referrals as necessary.
 - Maintaining a confidential recording system for safeguarding and child protection concerns.
 - Ensuring all staff, visitors and volunteers are aware of the setting's policies and procedures and their responsibilities in relation to safeguarding children.
 - Ensuring all staff, both paid and voluntary, have received appropriate and up to date child protection training (see below).
 - Representing the setting at inter-agency meetings, in particular, strategy discussions, child protection conferences and core groups.
 - Managing and monitoring the setting's role in early help, child in need and child protection plans.
 - Sharing information with staff about the welfare, safeguarding and child protection issues that children in their setting have experienced, with a view to understanding how to best support
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 - these children in the setting.

Staff Training

- All staff will complete Safeguarding Basic Awareness training, every 3 years (as advised by the SSP). Training will enable staff to identify signs of possible abuse and

neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- Significant changes in children's behaviour.
 - Deterioration in children's well-being.
 - Unexplained bruising, marks or outward signs that a child's needs aren't being met
 - Children's comments which give cause for concerns.
 - Inappropriate behaviour displayed by other members of staff, or any other person working with children.
- At least one person who has a current paediatric first aid certificate will be on the premises at all times when children are present and will accompany children on outings.
 - Staff involved in preparing and handling food will have appropriate food hygiene training.
 - All staff will have a sufficient understanding and use of English to ensure the well-being of children in their care.

Staff Induction

- All new starters will receive induction training to help them understand their roles and responsibilities.**
- Induction will always include a period of close supervision by a suitably qualified member of staff.**
- Safeguarding induction will include sharing the setting's safeguarding and child protection policy and procedures and procedures .**
- As part of the induction procedure staff will be directed to read the Guidance for safer working practice for adults who work with children and young people.**
- The DSL will keep a record of the Induction process for all new starters.**

Staff Supervision

- Arrangements are in place for the supervision of staff. Uninterrupted time will be set aside to ensure supervision sessions are effective for all involved.
- Supervision will be a two-way process, which supports and develops the knowledge, skills and values of an individual, group or team and will support staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives. Supervision will also provide an opportunity to discuss sensitive issues, including the safeguarding of children and concerns about an individual or colleague's practice.

Safer Working Practice

- Staff work within clear behavioural guidelines as outlined in the [Guidance for safer working practice for adults who work with children and young people](#). and the setting's adult behaviour Policy/code of conduct.
- Physical intervention is only used if the child is endangering themselves or others. Such events are recorded and signed by a witness. We follow the settings **Behaviour Management Policy** and physical interventions will be in line with the procedures laid out in the policy.

Staff are aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and we follow the guidance in the setting's **Online Safety Policy** and **Acceptable Use Policy**.

- We have a Whistle-Blowing procedure and staff is aware that it is a disciplinary offence not to report concerns about the conduct of a colleague or another professional that could place a child at risk.
We are aware that we can contact the **NSPCC whistleblowing helpline on 0800 028 0285**, or by email to help@nspcc.org.uk, to report any concerns about other adults working with children.

Parental/carer Involvement

We are committed to working in close partnership with parents/carers, keeping them fully informed about staffing and other matters and helping them to understand our responsibility for the safety and welfare of all children.

- Parents/carers can access the settings Safeguarding and Child Protection Policy on our website or request to view our policy folder. Parents will be made aware of the policy during their induction meeting and will be asked to sign a statement to say they understand the setting's child protection responsibilities.
- Child protection or welfare concerns will be openly discussed, with parents/carers. Where a referral to MASH is needed, the agreement of parents/carers will be sought before making the referral. The only time concerns will not be discussed with parents is if staff believe that sharing concerns may place the child at increased risk of harm, then advice would be sought first.
- A lack of agreement from a parent/carer would not stop a referral to statutory services from going ahead.

Key Person

All children will be allocated a key person and parents will be informed. It will be the key person's role to build a close relationship with the child and their family, they will be the child's trusted adult with whom the child can build strong attachments and have emotional security. They are responsible for tailoring opportunities to the individual needs of each child. A child's key worker is in a good position to identify emerging safeguarding concerns and to signpost families to further support if deemed appropriate.

Recognising Abuse

Abuse is a form of maltreatment of a child and can be caused through either inflicting harm, witnessing harm to others or failing to prevent harm. Working Together 2018 lists four categories of abuse:

- Physical,
- Emotional,
- Sexual and
- Neglect.

(See appendix 1 for Working Together definitions and possible indicators of abuse).

We are aware that;

- Abuse, neglect, exploitation and safeguarding issues are rarely standalone events that can be covered by one definition or label, in most cases; multiple issues will overlap with one another.
- Child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. Children may be abused by their peers, family members, in an institutional/ community setting, by those known to them, by a stranger or via the internet.
- In the case of honour-based abuse, including child marriage and female genital mutilation, children may be taken out of the country to be abused.
- Abuse and neglect can happen over a period of time or be a one-off event and can have major long-term impacts on all aspects of a child's health, development and well-being.
- The warning signs and symptoms of abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for one child might be normal for an older child.
- Parental behaviours may also indicate child abuse or neglect, so staff will be alert to parent-child interactions or concerning parental behaviours; such as parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- It is important to respond to problems as early as possible and provide the right support and services for the child and their family.

Other Safeguarding Concerns to be Aware of: (see appendix 2)

- Child on Child Abuse (sexual violence and sexual harassment).
- Radicalisation and extremism.
- Female genital mutilation (FGM).
- Child sexual exploitation (CSE).
- Child criminal exploitation (CE).
- Domestic abuse (DA).
- Children missing education (CME).
- Children with family members in prison.
- Homelessness.
- Private Fostering.
- Bruising or non-explained injury in non-mobile children.
- Mental Health.

Children with Special Educational Needs and Disabilities (SEND)

- Arrangements are in place to provide support for children with SEND
- We acknowledge that children with SEND can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse and also that speech, language and communication needs may make it difficult to tell others what is happening to them.
- We are aware that children with SEND can be disproportionately impacted by safeguarding concerns such as bullying.
- We are alert to indicators of abuse such as behaviour/mood change or injuries and we are aware that children with SEND may not always outwardly display indicators of abuse.

Responding to a Disclosure

We are aware that children may not be ready or know how to disclose abuse and that they may also be afraid to tell. It is important that we build relationships with children and display professional curiosity. If a child discloses abuse, we will respond appropriately by:

- Listening to the child and avoiding interrupting, except to clarify and allowing the child to make the disclosure at their own pace and in their own way.
- Not interrogating the child but asking open-ended questions to clarify the situation. Children will only be interviewed by trained Social Workers or Police Officers.
- Not making any promises to the child about not passing on information. Information may need to be shared to get help in place.
- Recording information accurately, including the timing, setting and those present, as well as what was said.
- Informing the DSL as soon as possible (within the same working day).
- Providing appropriate support for the child.

Visitors to the setting will be informed that if they receive a disclosure of abuse, suspect that abuse may have occurred or are concerned for the safety or welfare of a child they **must** report immediately to the DSL or if unavailable to the deputy.

Recording Concerns

Anyone receiving a disclosure of abuse, noticing possible abuse or with a concern about a child, will make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. All records will be dated, signed, and discussed with the DSL.

- All hand-written records will be retained, even if they are subsequently typed up in a more formal report.
- Written records of concerns will be kept, even where there is no need to make a referral immediately. Parents/guardians will be notified of all recorded concerns.
- Injuries will be marked on a body map; **photographs will never be taken** (Appendix 5).
- Where concerns do not meet the threshold for a referral to MASH, consideration will be given to the appropriateness of completing an Early Help Conversation.
- All records relating to child protection concerns will be kept in a secure place and will remain confidential. They will not form part of the child's developmental records and will be kept separate from other records.
- A chronology will be kept at the front of each individual child protection file. It will be reviewed and updated whenever a new concern is raised or additional relevant information becomes available, noting any action taken.
- The DSL and management will regularly monitor the quality of child protection records.
- Where a child transfers to school or moves to a new setting, child protection documentation will be transferred to the receiving school/setting within 14 days, preferably by hand. If it is not possible to do a face-to-face handover, records will be sent by recorded delivery in a sealed envelope, **separate from any developmental records**. Postal delivery will always be followed up with a telephone conversation.
- Records will be retained in line with Government guidance on the Transfer and Retention of Child Protection Records.

SBC Templates and guidance for keeping child protection records are available on [Swindon Hub for Early years](#).

Procedures for Referral

We will refer to the SSP's Thresholds Document [The Right Help at the Right Time](#) when assessing a child's level of need.

We will always take appropriate action when we have concerns about a child's welfare, we will never assume that a colleague, or another professional will act and share information that might be critical in keeping children safe.

The Thresholds document identifies four levels:

1. Universal – Children with no additional needs.
2. Early Help Additional needs – Emerging concerns/vulnerability.
3. Early Help Intensive Support – Children with complex and multiple needs that need unpicking. Co-ordinated support from professionals is needed to stop things from escalating
4. Statutory Specialist Support – Statutory intervention is needed to keep children safe

We understand our responsibility to refer a child to Children's Social Care (MASH) if we believe or suspect;

- The child is suffering or likely to suffer significant harm (Section 47, Child Protection)
- This also includes children where there are significant welfare concerns whose development would be likely to be impaired without provision of services (Section 17, Child in Need).

Early Help

- Where there are emerging concerns about a child we will follow the Early Help process (Level 2 and Level 3 [The Right Help at the Right Time](#)). We will be alert to emerging problems and the DSL will co-ordinate an appropriate response with the support of other professionals. This may involve undertaking an Early Help Conversation and Plan (EHAP). The DSL may take on the role of Lead Professional (LP).
- Completed Early Help Conversations and reviews will be sent securely to Children's services as indicated on the form.
- **Early Help Additional Needs (Level 2)**
With parents' consent, a single agency will coordinate the conversation and plan with the aim of achieving positive outcomes and preventing the need for a higher level of support. The support required may only be short term, but if ignored, these issues could escalate further. Professionals from universal services will work together, in a coordinated way, to provide additional support. A Lead Professional (possibly the DSL) will be identified. The Lead Professional will be responsible for coordinating a Family Plan of support that will be kept under constant review through regular meetings with parents, sometimes called Team around the child/family (TAC/F) meetings.
- **Early Help Complex Needs (Level 3)**
With parents' consent, support will be sought from more than one agency due to multiple and complex needs. This includes where a child may have special educational need and/or disability. These families need services to work directly with them, in a co-ordinated way, to bring about change. The support required may only be short term, but if not addressed, these issues could escalate to require statutory intervention. The child's needs will be discussed at the Locality Panel where a multi-agency response will be required and a lead practitioner will be identified to co-ordinate support.

It is expected that when Level 3 support is requested, professionals will be able to outline the support that is already in place through an early help plan or another appropriate plan

Specialist/Statutory services – (Level 4)

- Level 4 specialist/statutory support is for children, young people, and families with a high level of unmet or complex needs. These will include; children in need (Section 17), children with significant developmental needs or disability, children in need of protection (Section 47), children looked after and privately fostered, young people who have committed an offence, children with acute mental health needs, children who may need an Education Health and Care Needs Assessment, children who are unaccompanied asylum seekers, children subject to an Emergency Protection Order, Interim Care Order or a full Care Order.

Contact Swindon Details:

Referrals to Contact Swindon are made by completing a [Request for Help and Support Form](#) or by calling **Contact Swindon on 01793 464646**

The Emergency Duty Team can be contacted out of office hours on **01793 436699**

If there is a concern that a child is immediately at risk (health or welfare) we will dial 999 for the Police.

Consent

We will seek consent to share information for all referrals, including, Level 4 referrals, except where this would place the child at potential risk of harm, or compromise a police investigation (for example; allegations of parental sexual abuse, or suspicions of fabricated or induced illness). If consent is withheld for a Level 4 referral, we will consider whether we have grounds to override consent in order to protect the child and we may seek advice from Contact Swindon. Rationale for not pursuing consent will be recorded. We are aware that where a referral is necessary to protect the child, we have a legal basis to share information without parental consent.

Professional challenge and resolution

Differences of professional opinion can arise in a safeguarding case. In order to reach a satisfactory resolution professionals will follow the SSP Escalation Policy, this ensures that professionals have a quick and straightforward means of resolving professional differences.

It is expected that most disagreements can be resolved by professionals discussing the concerns and agreeing a way forward to meet the child's needs but if professional agreement cannot be reached, then the concern should be escalated following the 5 stages of the [Swindon Multi-Agency Process for the Resolution of Professional Disagreements Relating to Safeguarding & Protection of Children](#)

Stage 1: Internal discussion (within 2 working days).

Stage 2: Inter-agency discussion (within 5 working days).

Stage 3: Line managers (within 5 working days).

Stage 4: Managers, Heads, and Directors of Services (within 5 working days).

Stage 5: Swindon Safeguarding Partnership (within 5 working days)

Safer recruitment/suitable people

We endeavour to create a culture of safer recruitment and as part of this, we adopt recruitment procedures that help to deter, reject and identify people who might abuse children.

We adhere to our statutory responsibilities to check staff who work with children, this includes enhanced DBS checks on all staff and on any other person who is likely to have regular contact with children (including those living or working on the premises).

When employing new staff, we follow Safer Recruitment procedures as set out in the [South West Child Protection Procedures](#):

- Interview panels will have at least one person who has completed Safer Recruitment Training.
- There will be a safeguarding statement in all job advertisements and job descriptions.
- Any gaps in employment history or unaccounted for periods will be fully investigated.
- Online searches will be conducted for all short-listed candidates and anything that causes concern will be followed up at interview.
- References will be requested prior to interview.
- At least one reference will be from the applicants' most recent childcare placement.
- We will record information about staff qualifications, identity checks, disqualification and vetting processes (including the Disclosure and Barring Service reference number, the date a disclosure was obtained and details of who obtained it) on a central register.
- Copies of identification documents will be kept securely in personnel files.
- We will not allow people, whose suitability has not been checked to have unsupervised contact with children.

Disqualification under the Childcare Act

- Staff, students and volunteers are informed during their induction, that under the Childcare Act 2006, they are expected to provide up to date information in relation to any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children, whether received before or during their employment at the setting.
- There is also an expectation that the setting will be informed, if staff relationships and associations, both within and outside the workplace (including online), may have implications for the safety of children in the setting.

Volunteers

A risk assessment will be undertaken for volunteers to determine whether an enhanced DBS check should be applied for. This will depend on the level of activity the volunteer is engaged in and whether they are ever left unsupervised with children.

Managing Allegations

We recognise that it is possible for staff and volunteers to behave in a way that might cause harm to children and we take seriously any allegation received.

An allegation may indicate that a member of staff, a volunteer or a member of bank staff has;

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against a child; or
- Behaved towards a child that indicates he/she would pose a risk of harm to children.

All allegations will be reported to the Local Authority Designated Officer (LADO).

LADO Team – 01793 463854

Louise Chandler 07989224486(Mon-Fri)

Lado@swindon.gov.uk

- An [Allegations Management referral form](#) will be completed;
- Ofsted will be informed of the allegation within 14 days.
- Allegations about a staff member will be reported to the owner/manager. The owner/manager will then proceed as above.
- Where the allegation is against the owner/manager, the person receiving the allegation will contact the LADO as above.
- Where the allegation is against an adult from another agency, for example, bank staff, it is the responsibility of the setting to ensure the allegation is dealt with appropriately, in conjunction with the agency, where applicable.
- An allegation will not be discussed with the alleged perpetrator or other members of staff/committee, unless advised to do so by the LADO.
- In exceptional circumstances, it may be necessary to protect the child, by contacting the police, before contacting the LADO.
- The setting will make a referral to the Disclosure and Barring Service if at the end of the allegation process a member of staff or volunteer is removed from their position or if they leave while under investigation.

Low-level concerns

We recognise that staff may display low-level concerns such as, displaying behaviours that are inconsistent with the staff code of conduct, including inappropriate conduct outside of work.

These concerns probably won't meet the threshold of harm and aren't serious enough to be referred to the LADO but they are always reported, recorded and dealt with appropriately.

The safeguarding curriculum

- We will provide a curriculum that encourages children to talk and be listened to. Children will be provided with opportunities to develop the skills they need to recognise and stay safe from abuse, across all areas of learning.
 - They will learn that their views are valued and respected.
 - They will be taught about healthy relationships.
 - They will be taught how to get support if they witness any discriminatory behaviours and how to treat others with respect.
 - They will be supported to develop emotional literacy and how to express their feelings appropriately.
 - They will learn about having clear boundaries and what is safe and acceptable behaviour.

Online Safety

- Children will be taught about keeping safe online by educating them about safe online behaviours and by educating their parents about the dangers of the internet through leaflets, posters, newsletters etc.
- Where children have access to the internet, we will ensure that they are protected from harmful and inappropriate online material by putting effective monitoring and filtering in place which is regularly monitored and reviewed to ensure effectiveness.
- We will follow advice in the government's guidance document; [Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners](#)

Use of Mobile Phones and Digital Photography

We have a written policy for the acceptable use of mobile phones, cameras and other digital media in our setting.

- The only mobile phone to be used is the managers mobile which will be only used in an emergency should the landline phone not work or the line is busy with another call. The mobile will be open to scrutiny at all times
- The mobile will only be used in designated areas for example not in toilets, changing areas or sleeping areas.
- Staff mobiles and other digital media will be kept in a designated area and will not be carried on a person when children are present. Staff may use appliances in a designated area such as a staff room during staff breaks or before and after sessions, when children are not present.
- Visitors, parents, contractors etc. are made aware that phones and other digital media are not to be used in designated areas and that no photographs, videos or audio recordings are permitted in the setting without prior agreement with the manager.
- Staff will take photographs of children using the work photographic equipment; no personal equipment will be used. The work photographic equipment will be open to scrutiny at all times.
- Photographs will not be taken in sensitive areas such as toilets or nappy changing areas.
- Written permission will be obtained from parents/carers for appropriate use of photographs/digital images to record children's progress.
- Children's images will only be taken off site, with the prior permission of the manager, in line with the settings policy.

Confidentiality and Information Sharing

- We are all aware of our professional responsibility to share information with other agencies in order to safeguard children. We will maintain records and obtain and share information with parents/carers, health professionals, the police, social services and Ofsted as appropriate and in line with "[Information sharing advice for safeguarding practitioners](#)" 2018
- We will enable a regular two-way flow of information with parents/carers, and between providers if a child is attending more than one setting.
- Confidential information and records about staff and children are held securely and only accessible to those who have a right or professional need to see them.
- We are aware of our responsibilities under the Data Protection Act 2018 and the General Data Protection Regulations (2018) and that this legislation does not limit the sharing of information in order to keep children safe and includes sharing information without consent.
- We will register with the Information Commissioner's Office as appropriate.

All new staff will read the setting's "Confidentiality Policy" as part of their induction procedure.

- Records relating to individual children will be retained for a reasonable period in line with the setting's retention of records policy.
- We recognise that all matters relating to child protection are confidential. The DSL will only disclose information about a child to other members of staff on a "need to know" basis.
- We are aware that we cannot promise a child to keep secrets that might compromise the child's safety or wellbeing.

Site Security

- All staff are responsible for maintaining awareness of the safety and security of buildings and grounds and for reporting any concerns that become known.
- We take all reasonable steps to ensure staff and children are not exposed to risks and where risks are identified, risk assessments are undertaken to safely manage the level of risk.
- We are familiar with site evacuation and lockdown procedures; regular practices take place and a log of practices is kept.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into the setting Any individual who is not known or identifiable will be challenged for clarification and reassurance.
- We will not accept the behaviour of any individual (parent/carer/other) who threatens security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the site.
- When children are taken on outings we assess the risks and hazards which may arise and complete risk assessments to safely manage the level of risk.

Complaints

- We operate within a whole-setting community ethos and we welcome comments from children, parents/carers and others about areas that may need improvements as well as comments about what we are doing well.
- We have a **Complaints Procedure** available to parents/carers, children and members of staff who wish to report concerns. This can be found in the information pack given to parents at registration.
- It is also on our website and in the policy folder
- All reported concerns are taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Procedures for Managing Allegations against Staff**.

Monitoring and Review

This policy will be reviewed on an annual basis; however, amendments may be added throughout the year.

Staff are always informed when there is an amendment.

Appendix 1 – Working Together Definitions of Abuse and Possible Indicators

Physical Abuse

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

Signs that MAY INDICATE Physical Abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts
- Injuries need to be accounted for; inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

Failure to Thrive

- Child's weight/height falling below expected centile
- Skin dry and pale and hair thin and straw like
- Lack of energy, listless and lack of concentration
- Refuses food but drinks a lot of juice, vomiting and diarrhoea

- Failure to meet developmental milestones
- Behavioural problems

Emotional Abuse

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

Signs that MAY INDICATE Emotional Abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Adult males do not solely perpetrate sexual abuse. Women can also commit acts of sexual abuse, as can other children.

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual

activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and school performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment;
- Respond to a child's basic emotional needs.

Signs that MAY INDICATE Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance at School
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 2: Specific Forms of Abuse and Safeguarding Issues

Children absent from education (pre-school/nursery sessions)

Staff will be aware that children's non-attendance, particularly repeatedly, can be a vital warning sign of a range of safeguarding possibilities. Early intervention will be taken to identify the risk of any underlying safeguarding concerns and the settings policy for following up on non-attenders will be followed. The setting will have at least two, up to date, emergency contacts for a child.

Child Sexual Exploitation (CSE)

Staff at our setting identify that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) because of engaging in sexual activities.

Staff recognise that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks. Staff are aware that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

This may apply to children, parents/carers, older siblings, staff or other members of the setting community.

Child Criminal Exploitation (CCE)

Staff recognise that that criminal exploitation of children and vulnerable young adults is a form of harm, **County lines** is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

These cases will be referred to children's social care through the usual channels. Boys and girls being criminally exploited may be at higher risk of sexual exploitation.

'Honour Based' Violence (HBV), Female Genital Mutilation (FGM) and Child Marriage

Staff will be aware that HBV encompasses a range of crimes that have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), child marriage, and practices such as breast ironing. It may also include non-violent forms of abuse. Abuse committed in the context of preserving 'honour' often

involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

Child marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Settings can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fcdo.gov.uk.

Staff are alert to the risks and indicators of HBV/FGM and child Marriage and they are aware that they are all forms of abuse (regardless of the motivation) with long-lasting consequences and cases must be reported and escalated through the usual channels.

For further information, including details of training staff should visit the SSP website links below.

https://safeguardingpartnership.swindon.gov.uk/info/3/workers_and_volunteers/10/workers_and_volunteers/9

https://safeguardingpartnership.swindon.gov.uk/info/3/workers_and_volunteers/10/workers_and_volunteers/8

Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the National Referral Mechanism is available at; <https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims>

Radicalisation and Extremism

Staff realise that they have a duty to protect children from radicalisation and any form of violent extremism in line with the “Prevent Duty” (June 2015). Any concerns will be reported to the DSL.

In fulfilling this duty, the setting will work closely with the SSP and will have regard to:

- Assessing the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This will be based on an

understanding, shared with partners, of the potential risk in the local area. The setting will protect children from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk, and intervening as appropriate;

- Staff training so that staff have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. Staff should know where and how to refer children for further help;
- Online safety policies will ensure children are safe from terrorist and extremist material when accessing the internet by establishing appropriate levels of filtering;
- Promoting fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. These values are already implicitly embedded in the Early Years Foundation Stage curriculum.

Additional information about responding to online radicalization and extremism can be found in the settings **Online Safety Policy**.

Further information and details of training can be found on the SSP website;

https://safeguardingpartnership.swindon.gov.uk/info/3/workers_and_volunteers/10/workers_and_volunteers/14

Child on Child Abuse (sexual violence and sexual harassment)

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of the setting. All staff need to be familiar with the setting's policy and procedures around child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse.

Child on Child abuse includes, but is not limited to, bullying, abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse'), physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element), sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting), upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Staff will be alert to this form of abuse and aware that this form of abuse must be reported through the usual channels.

Domestic Abuse (DA)

Staff recognise that all children who witness domestic abuse are being emotionally abused and this can cause “significant harm.” Domestic abuse will always be referred to MASH. DA is defined as any violent or abusive behaviour used by one person to dominate and control another within a close personal or family relationship. Children can witness DA in a variety of ways, they may be in the same room and get caught up in an incident, perhaps trying to defend the victim, they may be in a different room but able to hear abuse taking place and witness injuries caused by the abuse, or they may be asked to take part in verbally abusing the victim.

Children with Family Members in Prison

Staff recognise that there are negative consequences for these children and they are at risk of poor outcomes so appropriate support will be put in place (<https://www.nicco.org.uk/>)

Homelessness

Staff will be aware that being homeless or being at risk of being homeless presents a real risk to a child’s welfare. The DSL will direct families to the Local Housing Authority for support and a referral will be made to children’s social care if deemed necessary.

Private Fostering

Staff will be aware that they have a mandatory duty to report any child in a “private fostering” arrangement, to the Local Authority.

Private fostering is defined as an arrangement whereby a child under the age of 16 (or 18 if the child has a disability) is placed for 28 days or more in the care of someone who is not the child's parent(s) or a 'connected person'

Bruising and injuries to non-mobile children

Bruising is the most common injury in physical child abuse and a common injury in non-abused children, the exception to this being in non-mobile infants where accidental bruising is rare (<1%).

Any bruising, fractures, bleeding and other injuries such as burns in a non-mobile should be treated as a matter of concern.

Refer to guidance on [Swindon Safeguarding Partnership website](#)

Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff need to be aware that where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour, and education. Settings can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. Free resources to support the setting and parents can be found on the Anna Freud, Early Years in Mind website: <https://www.annafreud.org/early-years/early-years-in-mind/resources/>

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more

independence it is important they are given practical advice on how to keep themselves safe.

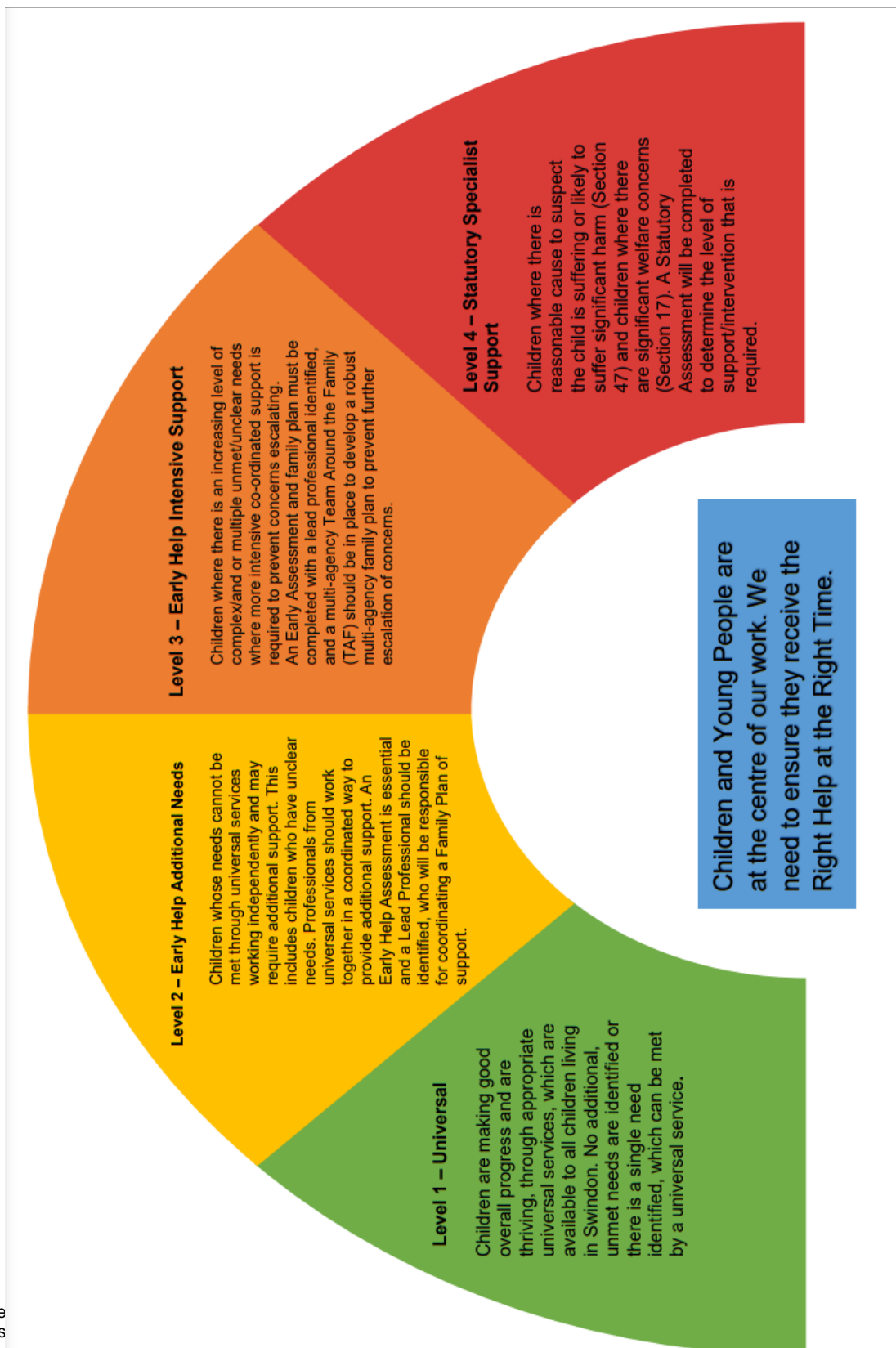
Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above. Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme.

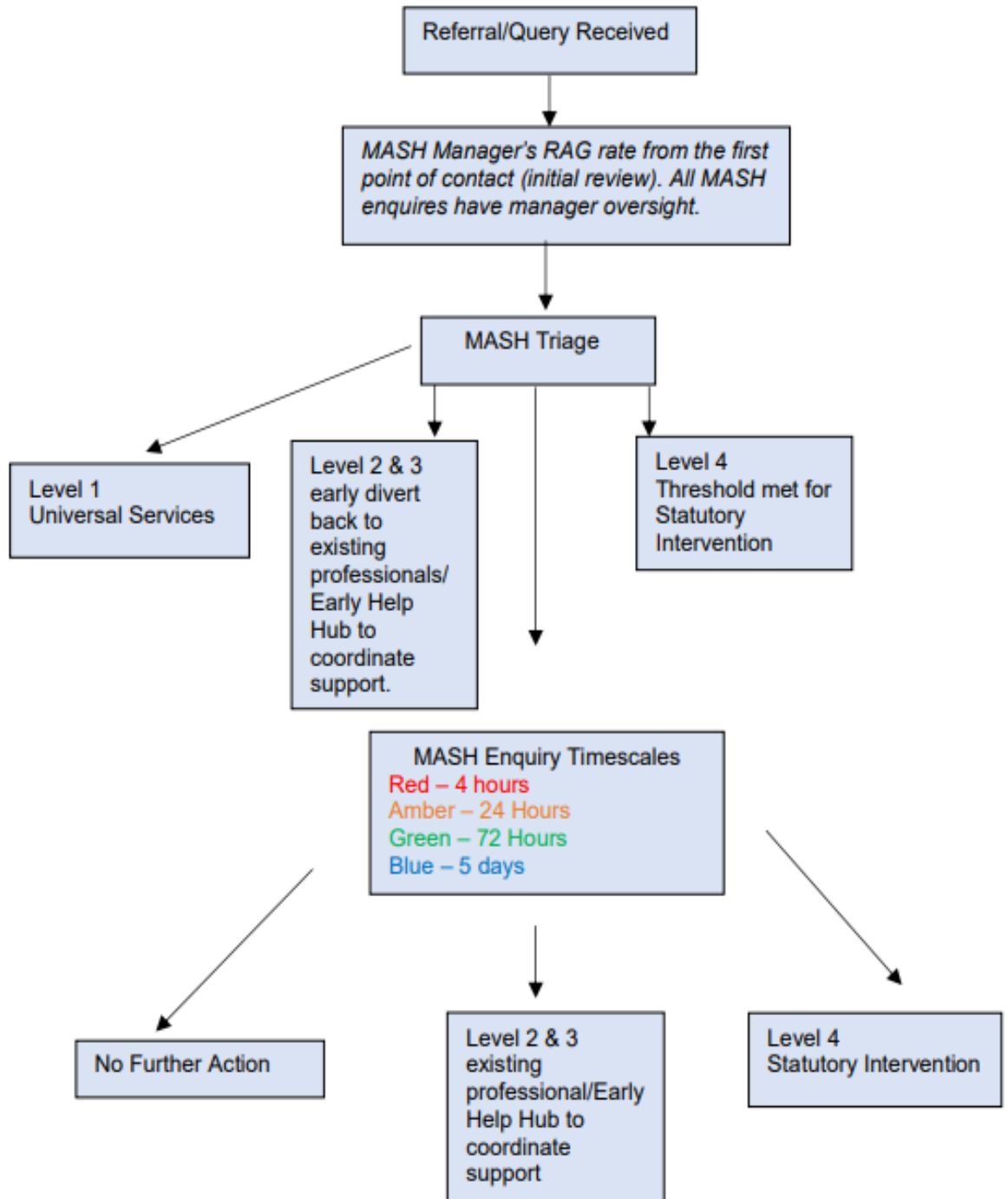
<https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>

Appendix 3 - The right help at the right time

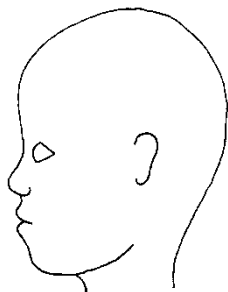
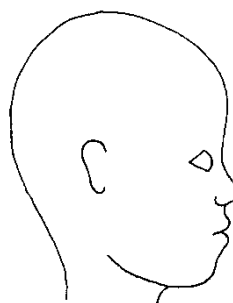
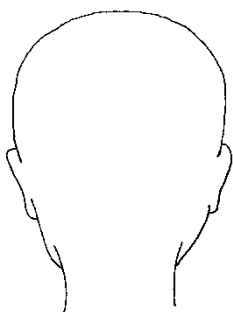
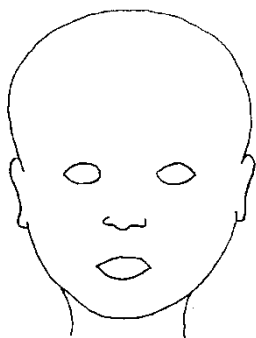
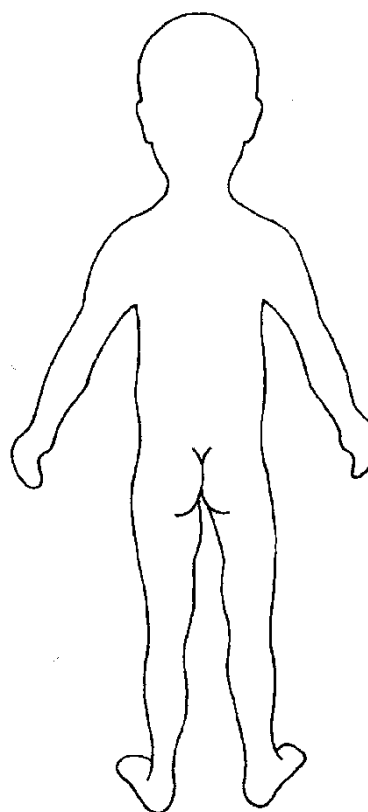
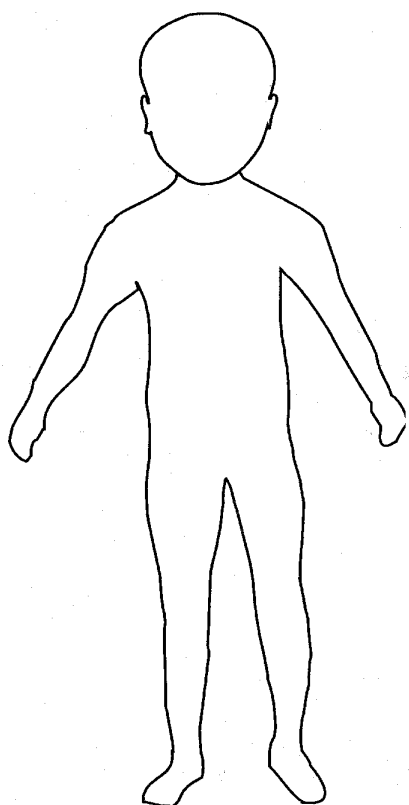


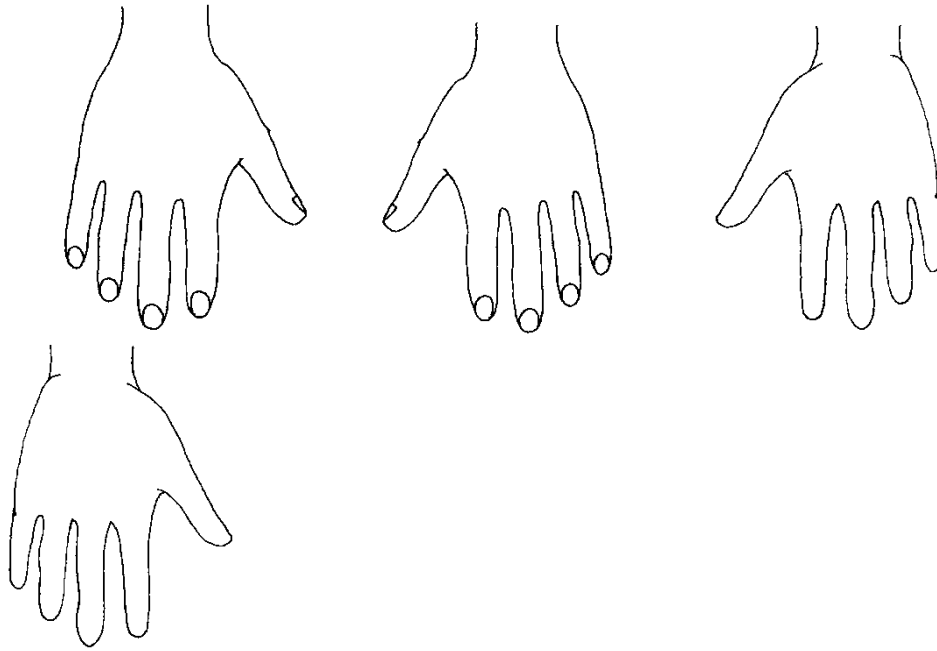
Appendix 4

MASH Process Map



Appendix 5 - Body map - recording physical injuries





Appendix 6: National Support Organisations

- NSPCC: Provide advice and support if you're worried about a child www.nspcc.org.uk
- Child Line: Provide Information, advice and support for children www.childline.org.uk
- Family Lives: Provide support for families that are struggling www.familylives.org.uk
- Crime Stoppers: Report information to prevent www.crimestoppers-uk.org
- Victim Support: Support for victims of crime www.victimsupport.org.uk
- Kidscape: Parent Advice Line www.kidscape.org.uk
- The Samaritans: 24 hours support helpline www.samaritans.org
- Mind: Provide support with mental health [MIND support](http://www.mind.org.uk)
- NAPAC Support for People Abused in Childhood www.napac.org.uk
- A guide for parents supporting your child with sexual abuse <https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/abuse/>
- Respond: supports people with learning disabilities, autism or both www.respond.org.uk
- Mencap: Advice and support for people with learning disabilities www.mencap.org.uk

- Refuge: Help for women and children who have experienced domestic abuse www.refuge.org.uk
- Women's Aid: Help and support in relation to domestic abuse link not working <https://www.wiltshire-pcc.gov.uk/my-office/opcc-news/2019/october-2019/swindon-womens-aid-24-hour-support-service/>
- Men's Advice Line: Support for men who experience domestic abuse www.mensadvice.org.uk
- Forced Marriage Unit: Forced marriage guidance <https://www.gov.uk/guidance/forced-marriage>
- Lucy Faithfull Foundation: Advice and guidance around preventing child sexual abuse www.lucyfaithfull.org.uk
- Stop it Now!: Advice and guidance around preventing child sexual abuse www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: Advice and guidance in relation to online sexual abuse or child exploitation www.ceop.police.uk
- Marie Collins Foundation: Support for children who suffer online abuse or exploitation www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): Report online crimes www.iwf.org.uk
- Child net International: www.childnet.com
- UK Safer Internet Centre: support for professionals, parents/carers and children to make the internet a safer place. www.saferinternet.org.uk
- Parents Info: Help and advice for families in relation to the digital world www.parentinfo.org
- Net Aware: NSPCC keeping children safe online www.net-aware.org.uk
- Get safe Online: Free advice in relation to staying safe online www.getsafeonline.org
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- Educate against Hate: Government advice in relation to safeguarding children against radicalisation www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: Report online material promoting terrorism or extremism www.gov.uk/report-terrorism
- True Vision: Report hate crime www.report-it.org.uk
- Anna Freud website: free online network for early years practitioners. It provides easy to read and easy to use guidance on supporting the mental health of babies, young children and their families. <https://www.annafreud.org/early-years/early-years-in-mind/about-eyim/>

Appendix 7: Contacts List - Please ensure a copy of this contact list is available at all times

Name	Role	Contact number
Ceri McAteer	Contact if you need safeguarding support or advice. If not available email the EYQI Team	Mobile – 07774178011 cmcateer@swindon.gov.uk EYQITeam@swindon.gov.uk
Contact Swindon	If you have emerging concerns about a child, suspect a child is being abused or neglected, or you are otherwise concerned about their welfare or well-being.	Email: contactswindon@swindon.gov.uk ☐ Telephone: 01793 464646 (during normal office hours - 8.30am to 4.40pm Monday to Thursday and 8.30am to 4.00pm Friday) ☐ Telephone the Emergency Duty Service (EDS) outside office hours on 01793 436699
LADO (Local Authority Designated Officer)	Contact when there is an allegation against a member of staff	LADO Team - 01793 463854 Louise Chandler 07989224486 (Mon-Fri) Lado@swindon.gov.uk
Ofsted	To be notified of allegations, notifiable injuries or significant events. Ofsted can also be contacted for advice	0300 123 1231 www.ofsted.gov.uk enquiries@ofsted.gov.uk

	and guidance	
NSPCC Whistleblowing helpline	Free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation.	Call 0800 028 0285 Email -help@nspcc.org.uk

1.3. Looked after children

Policy statement

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

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

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works.

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

Principles

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

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

We will always offer 'stay and play' provision for a child who is three to five years old who is still settling with their foster carer, or who is only temporarily being looked after.

Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

Procedures

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

Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs. The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.

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

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

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

their emotional needs and how they are to be met;

how any emotional issues and problems that affect behaviour are to be managed;

their sense of self, culture, language(s) and identity – and how this is to be supported;

their need for sociability and friendship;

their interests and abilities and possible learning journey pathway; and

how any special needs will be supported.

In addition the care plan will also consider:

how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;

what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed;

what written reporting is required;

wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning; and

with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings and fun-days etc alongside the foster carer.

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

In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.

Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.

Concerns about the child will be noted in the child's file and discussed with the foster carer.

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

The transition to school will be handled sensitively. The designated person and/or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

1.4. Uncollected child

Policy statement

In the event that a child is not collected by an authorised adult by their expected collection time, I put into practice agreed procedures. The child will receive a high standard of care in order to cause as little distress as possible.

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

Procedures

Parents are asked to provide the following specific information when their child starts attending my setting, which is recorded on my 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.

On occasions when parents are aware that they will not be at home or in their usual place of work, they inform me 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 me with written details of the name, address and telephone number of the person who will be collecting their child. I 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 so that I can begin to take back-up measures. My contact telephone number is 01793 313929

If a child is not collected at their expected collection time, I follow the procedures below:

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 - 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 within 30 minutes of their expected collection time and there is no named contact who can be contacted to collect the child, I apply the procedures for uncollected children.

If we have any cause to believe the child has been abandoned I contact the local authority children's social care team:

If the children's social care team is unavailable [or as our local authority advise] we will contact the local police] Referral Team 466903

After an additional 15 minutes if the child has not been collected, we will contact the above statutory agencies again.

The child stays at the setting in the care of two of our fully-vetted workers, one of whom will be our manager or deputy manager until the child is safely collected either by the parents or by a social care worker, or by another person specified by social care.

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 will I go to look for the parent, nor leave the setting premises with the child.

I ensure that the child is not anxious and I do not discuss my concerns in front of them.

A full written report of the incident is recorded in the child's file.

Depending on circumstances, I reserve the right to charge parents for the additional hours worked.

Ofsted may be informed: *0300 123 1231*

The local Pre-school Learning Alliance office/Development Worker may also be informed: *Ceri McAteer 01793 465740 07771478011*

1.5. Missing child

Policy statement

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

Procedures

Child going missing on the premises

As soon as it is noticed that a child is missing, the relevant member of staff alerts our setting manager.

The register is checked to make sure no other child has also gone astray.

Our manager will carry out a thorough search of the building and garden.

Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.

If the child is not found, our manager calls the police immediately and reports the child as missing. If it is suspected that the child may have been abducted, the police are informed of this.

The parent(s) are then called and informed.

A recent photo and a note of what the child is wearing is given to the police.

Our manager talks to our staff to find out when and where the child was last seen and records this.

Our manager contacts our director and reports the incident. Our director comes to the provision immediately to carry out an investigation, with our management team where appropriate.

Child going missing on an outing

This describes what to do when our staff have taken a small group on an outing, leaving our manager and/or other staff back in our setting premises. If our manager has accompanied children on the outing, or for a sole childminder, the procedures are adjusted accordingly. What to do when a child goes missing from a whole group 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, the staff members on the outing ask children to stand with their designated carer 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. Our senior staff member on the outing contacts the police and reports that child as missing.

Our manager is contacted immediately (if not on the outing) and the incident is recorded.

Our manager contacts the parent(s).

Our staff take the remaining children back to the setting as soon as possible.

According to the advice of the police, a senior member of staff, or our manager where applicable, should remain at the site where the child went missing and wait for the police to arrive.

A recent photo and a description of what the child is wearing is given to the police.

Our manager contacts our [chair, director or owner] and reports the incident. Our director comes to our premises immediately to carry out an investigation, with our management team.

Our staff keep calm and do not let the other children become anxious or worried.

The investigation

Ofsted are informed as soon as possible and kept up-to-date with the investigation. Our director, carries out a full investigation, taking written statements from all our staff and volunteers who were present.

Our manager, together with our director speaks with the parent(s) and explains the process of the investigation.

The parent(s) may also raise a complaint with us or Ofsted.

Each member of staff present writes an incident report detailing:

The date and time of the incident.

Where the child went missing from e.g. the setting or an outing venue.

Which staff/children were in the premises/on the outing and the name of the staff member who was designated as responsible for the missing child.

When the child was last seen in the premises/or on the outing, including the time it is estimated that the child went missing.

What has taken place in the premises or on the outing since the child went missing.

The report is counter-signed by the senior member of staff and the date and time added.

A conclusion is drawn as to how the breach of security happened.

If the incident warrants a police investigation, all our staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff and parents. Children's social care may be involved if it seems likely that there is a child protection issue to address.

In the event of disciplinary action needing to be taken, Ofsted are advised.

The insurance provider is informed.

Managing people

Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.

Our staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.

They may be the understandable target of parental anger and they may be afraid.

Our manager ensures that any staff under investigation are not only fairly treated, but receive support while feeling vulnerable.

The parents will feel angry, and fraught. They may want to blame our staff and may single out one staff member over others; they may direct their anger at our manager.

When dealing with a distraught and angry parent, there should always be two members of staff one of whom is our manager and the other should be our [chair or another representative of the management committee, director or owner]. No matter how understandable the parent's anger may be, aggression or threats against our staff are not tolerated, and the police should be called.

The other children are also sensitive to what is going on around them. They too may be worried. Our remaining staff caring for them need to be focused on their needs

and must not discuss the incident in front of them. They should answer children's questions honestly, but also reassure them.

In accordance with the severity of the final outcome, our staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. Our director will use their discretion to decide what action to take.

Our staff must not discuss any missing child incident with the press without taking advice.

1.6. E Safety including use of mobile phone and cameras

Policy statement

We at Learning Tree Pre-school take steps to ensure that there are effective procedures in place to protect children, young people, and vulnerable adults from the unacceptable use of mobile phones and cameras/devices with cameras in the setting.

Procedures

Personal Mobile Phones

Personal mobile phones belonging to members of staff with the exception of the managers are not used in the rooms occupied by the children during working hours. Personal mobile phones are stored in staff lockers. In the event of an emergency, personal mobile phones may be used in the privacy of the staff room with permission from the manager. This must not take up an unreasonable amount of time.

Members of staff ensure that the telephone number of the setting is known to immediate family and other people who need to contact them in an emergency. If members of staff take their own mobile phones on outings, for use in the case of an emergency, they must not make or receive personal calls as this will distract them.

Members of staff will not use their personal mobile phones for taking photographs of children on outings.

Parents and visitors are requested not to use their mobile phones or any device containing a camera whilst on the premises or on outings where children are or may be present. Visitors will be advised of a quiet space where they can use their mobile phone, where there are no children present.

Cameras and videos

Members of staff must not bring their own cameras into the setting.

Photographs and recordings of children are only taken for valid reasons, i.e. to record their learning and development, or for displays within the setting.

Photographs of children are only taken on equipment belonging to the setting.

If the press are invited into the setting to publicise a specific event, written parental permission is sought for all pre-school children in the photograph, unless this is granted no publicity will take place.

Camera and video use is monitored by the setting manager.

Where parents request permission to photograph or record their children at special events, permission will first be gained from all parents for their children to be included.

Photographs and recordings of children are only taken of children if there is written permission to do so.

1.7. Acceptable Use Policy

Aims

The Acceptable Use Policy (AUP) will aim to:

- safeguard children and young people by promoting appropriate and acceptable use of information and communication technology (ICT).
- outline the roles and responsibilities of all individuals who are to have access to and/or be users of, work-related ICT systems.
- ensure all ICT users have an acute awareness of risk, a clear understanding of what constitutes misuse and the sanctions that may be applied.

Roles and responsibilities

Registered person

The registered person is to have overall responsibility for ensuring online safety will be considered an integral part of everyday safeguarding practice. This will include ensuring:

- early years practitioners and their managers will receive the appropriate training, guidance, time and resources to effectively implement online safety policies and procedures.
- clear and rigorous policies and procedures are to be applied to the use/non-use of personal ICT equipment by all individuals who affect or come into contact with the early years setting. Such policies and procedures are to include the personal use of work-related resources.
- the AUP is to be implemented, monitored and reviewed regularly, and for ensuring all updates are to be shared with relevant individuals at the earliest opportunity.
- monitoring procedures are to be open and transparent.
- allegations of misuse or known incidents are to be dealt with appropriately and promptly, in line with agreed procedures, and in liaison with other agencies, where applicable.
- effective online safeguarding support systems are to be put in place, for example, filtering controls, secure networks and virus protection.

The Designated Safeguarding Lead (DSL) must be a senior member of the management team who is to have relevant, current and practical knowledge and understanding of safeguarding, child protection and online safety. Access to an individual holding this role is to be available at all times, for example, a designated deputy. The DSL will be responsible for ensuring:

- agreed policies and procedures are to be implemented in practice.
- all updates, issues and concerns are to be communicated to all ICT users.
- the importance of online safety in relation to safeguarding is to be understood by all ICT users.
- the training, learning and development requirements of early years practitioners and their managers are to be monitored and additional training needs identified and provided for.
- an appropriate level of authorisation is to be given to ICT users. Not all levels of authorisation will be the same - this will depend on, for example, the position, work role and experience of the individual concerned. In some instances, explicit individual authorisation must be obtained for specific activities where, deemed appropriate.
- any concerns and incidents are to be reported in a timely manner in line with agreed procedures.

- the learning and development plans of children and young people will address online safety.
- a safe ICT learning environment is to be promoted and maintained.

Early years practitioners and their managers will ensure:

- the timely reporting of concerns in relation to alleged misuse or known incidents, subject to agreed procedures.
- ICT equipment is to be checked before use and all relevant security systems judged to be operational.
- awareness will be raised of any new or potential issues, and any risks which could be encountered as a result.
- children and young people are to be supported and protected in their use of online technologies – enabling them to use ICT in a safe and responsible manner.
- online safety information is to be presented to children and young people as appropriate for their age and stage of development.
- children and young people will know how to recognise and report a concern.
- all relevant policies and procedures are to be adhered to at all times and training undertaken as is to be required.

Children will be encouraged to:

- be active, independent and responsible learners, who will contribute as appropriate to policy and review.
- abide by the Acceptable Use Agreement as to be approved by peers, early years practitioners and their managers, parents and carers.
- tell a familiar adult about any access of inappropriate content, material that makes them feel uncomfortable or contact made with someone they do not know, straight away, without fear of reprimand (age and activity dependent).

Parents and carers are to be encouraged to sign Acceptable Use Agreements and to share responsibility for their actions and behaviours. This will ensure a consistent message is to be communicated to all.

A copy of an Acceptable Use Agreement is to be provided to parents and carers on enrolment of their child at the early years setting. This will be reviewed on an annual basis thereafter. It will be an expectation that parents and carers will explain and discuss the Acceptable Use Agreement with their child to ensure that it is to be clearly understood and agreed. Records of all signed agreements are to be kept on file.

Parents and carers will also be required to sign additional Acceptable Use Agreements if they are to undertake any voluntary work within the early years setting and/or participate on associated trips or visits. Further agreement is to be sought if parents and carers are to be given remote access to ICT systems, such as a learning environment, electronic portfolio or remote webcam.

Acceptable use by early years practitioners and their managers.

Early years practitioners and their managers should be enabled to use work-based online technologies:

- to access age appropriate resources for children and young people;
- for research and information purposes;
- for study support.

All early years practitioners and their managers will be subject to authorised use as agreed by the Designated Safeguarding Lead (DSL). Authorised users will have their own individual password to access a filtered internet service provider. Users are not generally permitted to disclose their password to others, unless required to do so by law or where requested to do so by the Designated Safeguarding Lead. All

computers and related equipment are to be locked when unattended to prevent unauthorised access.

All early years practitioners and their managers are to be provided with a copy of the Acceptable Use Policy and a copy of the Acceptable Use Agreement, which they must sign, date and return. A signed copy is to be kept on file.

The use of personal technologies will be subject to the authorisation of the DSL, and such use will be open to scrutiny, monitoring and review.

In the event of misuse by staff.

Should it be alleged, that an early years practitioner or manager is to have misused any ICT resource in an abusive, inappropriate or illegal manner, a report is to be made to the Designated Safeguarding Lead and the registered person immediately. Should the allegation be made against the DSL, a report is to be made to a senior manager and the registered person. Procedures are to be followed as appropriate, in line with the Safeguarding Policy. Should allegations relate to abuse or unlawful activity, Children's Social Care, the Local Authority Designated Officer, Ofsted and/or the Police will be notified as applicable.

Acceptable use by children

Children and young people will be informed of the behaviours which will be deemed unacceptable. This will allow children and young people to take some degree of responsibility for their own actions.

In the event that a child or young person should accidentally access inappropriate material, it must be reported to an adult immediately. Appropriate action is to be taken to hide or minimise the window. The computer will not be switched off nor will the page be closed, as it may be necessary to refer to the site during investigations to allow effective filters to be put in place to prevent further inadvertent access.

Acceptable use by parents and carers

Partnership working with parents and carers should be considered essential practice for promoting an agreed and consistent message which will define acceptable and unacceptable behaviours. Parents and carers will therefore be asked to sign an Acceptable Use Agreement in order to promote this shared message.

Parents and carers are to be encouraged to contribute to the Acceptable Use Agreement and should be advised to use it should their child access similar technologies at home. Should parents or carers wish to use personal technologies, such as cameras within the setting environment, authorisation must be obtained from the Designated Safeguarding Lead. Specific guidelines for the use of such technologies must be followed.

Acceptable use by visitors, contractors and others

All individuals who affect or come into contact with the early years setting are to be expected to behave in an appropriate and respectful manner. No such individual will be permitted to have unsupervised contact with children and young people. All guidelines in respect of acceptable use of technologies must be adhered to. The right to ask any individual to leave at any time is to be reserved.

1.8. Social networking

Social networking:

Policy on the Personal Use by Staff/Students and Other Third Parties

The Internet provides a number of benefits in which Learning Tree Pre-school staff may wish to participate. However, when someone is identified with Learning Tree Pre-school or discusses their work, they are expected to behave appropriately when on the Internet.

The Internet is a fast moving technology and it is impossible to cover all circumstances.

However, the principles set out in this document should always be followed. If in any doubt then details should be discussed with the Manager.

The intention of this note is not to stop staff from conducting legitimate activities on the

internet, but serves to flag-up those areas in which conflicts can arise.

EYFS key themes and commitments

Staff at Learning Tree Pre-school, are in a professional position and are responsible for the care and education for Early Years children. Therefore they:

Must not engage in any activities which may harm the welfare of children or adults in connection with the setting.

Must not engage in activities on the Internet which might bring Learning Tree Pre-school or its associated employees into disrepute.

Social Networking Sites

Social networking sites provide a great way for people to maintain contact with friends.

However, through the open nature of such sites, it is also possible for third parties (including, Learning Tree Pre-school parents) to access this information.

Social networking sites allow photographs, videos and comments to be shared with thousands of other users. However, it is not appropriate to share work related information whether written or pictorial in this way. Please refer to our Confidentiality Policy.

Under no circumstance should comments be made about Learning Tree Preschool, it's staff or children on the Internet. Staff member should respect the privacy and the feelings of others

If a staff member believes something has been written which gives rise to concerns within this, or any other, policy this must be discussed with the pre-school manager.

Staff should not be friends with current parents on social networking sites. This is to protect yourself and the setting for allegations that may occur.

Failure to adhere to this policy may result in disciplinary action.

This policy was adopted at a meeting of Learning Tree Pre-school

1.9. Online Learning journey

EYFS Requirements

- This policy satisfies the Safeguarding & Welfare Requirements -
- This policy satisfies the Learning & Development Requirements -

Every Child Matters

This policy supports the following aspects of Every Child Matters :-

Enjoy & Achieve, Make a Positive Contribution

Statement of Intent

We believe that 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. Practitioners will respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Aim

Learning Tree Pre-school aims to ensure that all children attending the setting have a personal Learning Journey which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of each child's achievements during their time with us.

Procedures/Policy

- Learning Tree Pre-school uses an online Learning Journey system (Foundation), allowing staff and parents to access the information from any computer via a personal, password-protected login.
- Staff access allows input of new observations and photos or amendment of existing observations and photos.
- Parent access allows input of new observations and photos or the addition of comments on existing observations and photos – parent log-ins do not have the necessary permission to edit existing material.
- Parents logging into the system are only able to see their own child's Learning Journey.
- Parents are asked to sign a consent form giving permission for their child's image to appear in other children's Learning Journeys, and to protect images of other children that may appear in any photos contained in their child's Learning Journey.
- The Learning Journey is started once the child has started Pre-school. During the first term, entries will be made more frequently as staff get to know the children.
- Observations are written in the present tense.

- Learning Tree Pre-school gives staff non-contact time to update their data. Staff are also encouraged to use quiet times and end of the day times to update the data.
- Photographs that are taken in the Foundition app are not saved to the device. Any photo that is taken and stored on the device are uploaded as soon as possible to Foundition and then deleted off the device.
- Staff working on Foundition will ensure their account is not accessed by anyone not authorised to do so. The accounts used are password protected.
- Foundition is not used as a general communication tool between Pre-School and home. A child's learning journey is a document recording their learning and development and parents may add comments on observations or contribute photos, videos or information about activities they have been doing at home.
- Parents may contact the Pre-School through the usual channels for any other day-to-day matters, e.g. absence, lost property, etc.

Security

- Foundition on-line Learning journey system is hosted on secure dedicated servers based in the EU.
- Access to information stored on Foundition can only be gained by unique user id and password.
- Parents can only see their own child's information and are unable to login to view other children's Learning Journeys.

2.1. Employment

(Including suitability, contingency plans, training and development)

Policy statement

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

Procedures

Vetting and staff selection

We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.

All staff have job descriptions, which set out their staff roles and responsibilities. We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.

We use Ofsted guidance on obtaining references and enhanced criminal record checks through the DBS for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) for the vetting and barring scheme.

We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check.

Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us.

Disqualification

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

Changes to staff

We inform Ofsted of any changes in the person responsible for our setting.

Training and staff development

Our manager and all permanent staff hold the CACHE Level 3 Certificate for the Children and Young People's Workforce or an equivalent qualification.

We provide regular in-service training to all staff - whether paid staff or volunteers - through the local authority, LSCB and other agencies.

Our setting budget allocates resources to training.

We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child

Protection Policy. Other policies and procedures will be introduced within an induction plan.

We support the work of our staff by holding regular supervision meetings and appraisals.

We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Staff taking medication/other substances

If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.

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

If we have reason to believe that a member of staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.

Managing staff absences and contingency plans for emergencies

Our staff take their holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the manager with sufficient notice.

Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.

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

We have contingency plans to cover staff absences, as follows:

We will ask staff not on the daily rota to work. If cover staff are not available the manager will work as part of the team.

2.2. Student placement

Policy statement

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

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

Procedures

We require students on qualification courses to meet the 'suitable people' requirements of Ofsted and have DBS checks carried out.

We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care.

We require schools placing students under the age of 17 years with the setting to vouch for their good character.

We supervise students at all times and do not allow them to have unsupervised access to children.

Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.

Trainee staff employed by the setting and students over the age of 17 may be included in the ratios if they are deemed competent and responsible.

We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.

We require students to keep to our Confidentiality Policy.

We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.

We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.

We communicate a positive message to students about the value of qualifications and training.

We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.

We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

3.1. Induction of staff, Volunteers & Managers

Policy statement

I provide an induction for all employees and volunteers in order to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

Procedures

I have a written induction plan for all new staff, which includes the following:

Introductions to all employees and volunteers.

Familiarisation with the building, health and safety, and fire and evacuation procedures.

Ensuring our policies and procedures are read and adhered to.

Introduction to the parents, especially parents of allocated key children where appropriate.

Familiarisation with confidential information in relation to any key children where applicable.

Details of the tasks and daily routines to be completed.

The induction period lasts at least two weeks. The owner/ manager inducts new employees and volunteers.

During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.

Successful completion of the induction forms part of the probationary period.

Following induction, I continue to support staff to deliver high quality performance through regular supervision and appraisal of their work.

3.2. Whistle blowing

(Definition: Whistle blowing is raising a concern about malpractice within an organisation).

The Learning Tree pre- school, strongly believe that the children who attend our setting have a right to play and learn in a safe and positive environment.

This policy is to enable individuals (staff, volunteers, and students) the right to make a complaint should they witness any concerns surrounding the protection of children or adult behaviour within the pre- school

Bringing a complaint or concern to the manager or another professional body is the responsibility of everyone. It requires strength and bravery to stand up for children's rights, this policy will help you should the need ever arise.

This policy provides individuals in the workplace protection from victimisation or punishment where they raise a genuine concern about misconduct or malpractice in the organisation. The policy is underpinned by the *Public Interest Disclosure Act 1998*, which encourages people to raise concerns in order to promote good governance and accountability in the public interest.

The Act covers behaviour which relates to:

A criminal offence

Failure to comply with any legal obligation

A miscarriage of justice

Danger to the health and safety of an individual and/or the environment

Deliberate concealment of information of any of the above.

This policy is designed to nurture a culture of openness and transparency which makes it safe and acceptable for an employee, volunteer, student or committee member to raise a concern in good faith. It should be read alongside the policies on Safeguarding, Staffing and Employment and Confidentiality.

The Learning Tree is committed to providing paid and unpaid staff with an effective mechanism for dealing with situations that arise from concerns within the workplace.

An employee, volunteer or student who, acting in good faith, wishes to raise a concern should normally report the matter to the play leader who should advise the individual of the action she will take in response to the concerns expressed. Concerns should be investigated and resolved as quickly as possible.

If the individual feels they cannot discuss the matter with the manager or if they still have concerns after informing the manager, the concern should be discussed with other professional bodies such as the Area Safeguarding board or Ofsted and what action is to be taken will be discussed. This may include whether the concern can be dealt with through the groups own Grievance policy.

A disclosure, in good faith, to the play leader will be protect Confidentiality will be maintained wherever possible. The individual raising the concern will not suffer any detrimental treatment and will be supported as much as possible.

There are no restrictions in Employment law relating to length of service or age of individual. Under the Public Interest Disclosure Act, employees may safely seek legal advice on any concerns they have about malpractice. This Act does not at present cover volunteers.

3.3. Supervision in Early Years

Introduction and rationale

'Effective professional supervision can play a critical role in ensuring a clear focus on a child's welfare. Supervision should support professionals to reflect critically on the impact of their decisions on the child and their family. Any professional working with vulnerable children should always have access to a manager to talk through their concerns and judgements affecting the welfare of the child.'

(Working Together)

"Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families" (Statutory Framework for the Early Years Foundation Stage)

All staff working in Early Years have a responsibility to safeguard the children in their care. Staff can only achieve this effectively if they:-

- are clear about what is expected of them
- have the skills, knowledge, behaviours, values and attitudes to carry out their role
- are fully supported in their role and managed effectively

Supervision is one of the ways in which this can be achieved. This policy sets out how staff can expect to be supervised and provides supervisors with the key elements needed to supervise staff effectively.

Definition and functions

Supervision is best described as '*an accountable process which supports, assures and develops the knowledge, skills and values of an individual, group or team*'

(taken from 'Providing Effective Supervision' – Skills for care / CWDC 2007)

The main functions of supervision are:-

1. Management
2. Learning and development
3. Support

Management

This function should include discussion about:-

- The supervisee's work plan and priorities, including current workload.
- key achievements
- previous actions identified at the last supervision meeting
- individual case/s which have been identified by the supervisee and the supervisor

Learning and development

This function is to encourage staff to reflect on their own performance, identify their own learning and development needs and develop plans or identify opportunities to address those needs.

Support

The role of staff working to keep children safe can sometimes be demanding and emotionally draining and requires resilience, determination and courage. This function recognises this and offers opportunity to reflect on the impact of the work upon them and prevent issues adversely affecting them and their work.

Frequency of supervision

As a general principle and where possible, there should be opportunity for supervision once a term (6 weekly) and as a minimum should be supervised no less than 12 weekly intervals.

It should also be recognised that due to the pace of the work and change and the frequency of supervision, there may be times when staff have to check something out with a supervisor, obtain a decision or gain permission to do something before the next planned supervision session. This form of supervision is, of course, a normal and acceptable part of the staff/supervisor relationship.

Agenda and structure

Both parties should agree the agenda items at the start of the session in order to make the most effective use of time. All supervision is recorded on the attached 'record of supervision' sheet (appendix 1) where individual cases are discussed; reference to this will be added to the child's individual chronology. The record of supervision includes the discussion points, agreed actions, timescales and who is to undertake the action/s. Copies of the record will be available to both the supervisor and supervisee. The record will be signed and dated by both parties once the session has finished. If there is any disagreement as to the content of the record this should be recorded by the supervisor.

In the event that a supervision meeting has to be cancelled by either party, it will be re-scheduled at the point of cancellation. The session will be re-scheduled within 5 working days of the original date, where possible. In the event of the supervisor being absent for more than two weeks, it is the responsibility of the supervisee to report to the supervisor's line manager for alternative arrangements to be made.

At the first supervision meeting an agreement should be made about:-

- the purpose of supervision
- the frequency of supervision
- the venue for meetings
- the recording of supervision
- the settings complaints process

The supervisee will be given a copy of this policy to read prior to the first supervision meeting taking place.

Confidentiality

Supervision is a private but not a confidential process. This means that the records are the property of the setting, not the individual. From time to time, the supervisor will need to discuss the content of the meeting with others. This should always be with the knowledge of the supervisee.

Access to supervision records should be controlled and should be locked away, due to the sensitive information which may have been discussed about individual children.

Appendix 1 - Record of supervision

Name:	Name of supervisor:
Date of last supervision meeting:	Date of this supervision meeting:
NB remember to update individual pupil chronologies if you have discussed safeguarding during this meeting.	Date of next supervision meeting:

Issues addressed	Discussion	Actions agreed	By whom and by when
Review of last supervision and actions			
Current work items and priorities			
Key achievements What is going well?			

Case discussion individual /key children (Remember to include safeguarding discussions in child's chronology)			
Learning and development-training needs, training attended etc.			
AOB - personal reflections, demands and frustrations (How do you feel things are going?)			

Signed.....
.....(supervisee) date.....

Signed.....
.....(supervisor) date.....

3.4. First Aid

Policy statement

At Learning Tree Pre-school staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least two members of staff with a current first aid certificate are on the premises, or on an outing at any one time. The first aid qualification includes first aid training for infants and young children. We ensure that first aid training is local authority approved and is relevant to staff caring for young children.

Procedures

The first aid kit

Our first aid kit is accessible at all times, complies with the Health and Safety (First Aid) Regulations 1981

and contains the following items:

Triangular bandages (ideally at least one should be sterile) x 4.

Sterile dressings:

Small x 3.

Medium x 3.

Large x 3.

Composite pack containing 20 assorted (individually-wrapped) plasters x 1.

Sterile eye pads (with bandage or attachment) e.g. No 16 dressing x 2.

Container of 6 safety pins x 1.

Guidance card as recommended by HSE x 1.

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

2 pairs of disposable plastic (PVC or vinyl) gloves.

1 plastic disposable apron.

A children's forehead 'strip' thermometer.

The first aid box is easily accessible to adults and is kept out of the reach of children.

No un-prescribed medication is given to children, parents or staff.

At the time of each child's admission to the setting, parents' written permission for obtaining emergency medical advice or treatment is sought. Parents sign and date their written approval.

Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

4.1. Settling in Pre-school and role of key person

Policy statement

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

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

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

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. We assign a key person for each child.

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

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 offers unconditional regard for the child and is non-judgemental.

The key person works with the parents 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.

The key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.

The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.

We are a small setting and all staff know all children, so the child is always well supported in the absence of the child's key person. Parents are informed at induction that they can speak to any member of staff in their key person's absence.

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.

Settling-in

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

During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting. We complete a getting to know you information pack with the parent/carer at this time.

We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.

When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.

If a child struggles to separate from his/her parent we ask that the parent, carer or close relative, might stay for part of the session during the first weeks, gradually taking time away from their child, increasing this as and when the child is able to cope.

Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.

We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.

When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.

We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.

We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left.

Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement (online Learning Journey Unity). We record our observations on their 'First Impression' and ask parent's to contribute their views via Unity

5.1. Staffing

Policy statement

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

Procedures

[For childcare on non-domestic premises (e.g. nurseries and pre-schools) or on domestic premises (where there are four or more childminders in someone's home)

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

Children under two years of age: 1 adult : 3 children:

at least one member of staff holds a full and relevant level 3 qualification and is suitably experienced in working with children under two;

at least half of all other staff hold a full and relevant level 2 qualification;

at least half of all staff have received training that specifically addresses the care of babies; and

where there is an under two-year-olds' room, the member of staff in charge of that room has suitable experience of working with under twos.

Children aged two years: 1 adult : 4 children:

at least one member of staff holds a full and relevant level 3 qualification; and

at least half of all other staff hold a full and relevant level 2 qualification.

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

at least one member of staff holds a full and relevant level 3 qualification; and

at least half of all other staff hold a full and relevant level 2 qualification.

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

there is at least one member of staff for every 13 children; and

at least one other member of staff holds a full and relevant level 3 qualification.

The number of children for each key person takes into account the individual needs of the children and the capacity of the individual key person to manage their cohort.

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

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

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

All staff are deployed according to the needs of the setting and the children attending.

Our staff, students and volunteers inform their colleagues if they have to leave their area and tell colleagues where they are going.

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

We assign each child a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.

We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

6.1. Administering medicines

Policy statement

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness.

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

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

The key person is responsible for the correct administration of medication to children for whom they are the key person. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, the manager is responsible for the overseeing of administering medication.

Procedures

Children taking prescribed medication must be well enough to attend the setting. Only medication prescribed by a doctor (or other medically qualified person) is administered. It must be in-date and prescribed for the current condition (medicines containing aspirin will only be given if prescribed by a doctor). NB Children's paracetamol (un-prescribed) is administered only for children under the age of one year with the verbal consent of the parents in the case of a high temperature. This is to prevent febrile convulsion and where a parent or named person is on their way to collect the child.

Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.

Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:

- the full name of child and date of birth;
- the name of medication and strength;
- who prescribed it;
- the dosage to be given in the setting;
- how the medication should be stored and its expiry date;
- any possible side effects that may be expected; and
- the signature of the parent, their printed name and the date.

The manager or deputy will receive the medication and asks the parent to complete a consent form. Details will be conveyed to members of staff

The administration of medicine is recorded accurately in our medication record book each time it is given and is signed by the key person/manager. Parents are shown the record at the end of the day and asked to sign the record book to acknowledge the administration of the medicine. The medication record book records the:

name of the child;
name and strength of the medication;
date and time of the dose;
dose given and method;
signature of the key person/manager; and
parents signature.

We use the Pre-school Learning Alliance's Medication Record book for recording the administration of medicine and comply with the detailed procedures set out in that publication.

Storage of medicines

All medication is stored safely in a locked cupboard or refrigerated as required. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.

The child's key person is responsible for ensuring medicine is handed back at the end of the day to the parent.

For some conditions, medication may be kept in the setting to be administered on a regular or as-and-when- required basis. Key persons check that any medication held in the setting, is in date and return any out-of-date medication back to the parent.

Medicine will be locked in the cabinet stored in the staff room/office

If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

If rectal diazepam is given, another member of staff must be present and co-signs the record book.

No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

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

A risk assessment is carried out for each child with long term medical conditions that require ongoing medication. This is the responsibility of the manager alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment.

Parents will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.

For some medical conditions, key staff will need to have training in a basic understanding of the condition, as well as how the medication is to be administered correctly. The training needs for staff form part of the risk assessment. The risk assessment includes vigorous activities and any other activity that may give cause for concern regarding an individual child's health needs. The risk assessment includes arrangements for taking medicines on outings and advice is sought from the child's GP if necessary where there are concerns. A health care plan for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other staff who care for the child. The health care plan should include the measures to be taken in an emergency. The health care plan is reviewed every six months, or more frequently if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc. Parents receive a copy of the health care plan and each contributor, including the parent, signs it.

Managing medicines on trips and outings

If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication. Medication for a child is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form and a card to record when it has been given, including all the details that need to be recorded in the medication record as stated above. On returning to the setting the card is stapled to the medicine record book and the parent signs it. If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form signed by the parent. As a precaution, children should not eat when travelling in vehicles. This procedure is read alongside the outings procedure.

6.2. Illness and Exclusion

COVID 19 UPDATE

We at Learning Tree Pre - school aim to promote a healthy environment for the children in our care

We ask that if a child has needed medication such as Calpol before a Pre-school session you do NOT bring them along as they are obviously feeling unwell and should not attend.

DIARRHOEA AND VOMITING All children must be kept away from Pre-School for a minimum of 48 hours after the last episode of diarrhoea or vomiting. If a child is sent home from the Pre School the 48 hours exclusion still applies. Therefore if your child is due in the following day they will not be able to attend. Children should only return to Pre School when they are well enough and have regained their appetite.

- If parents/carers notice their child becoming ill or infectious they must inform the setting and they must have regard to the exclusion list below.

The Pre-school may use their discretion in certain cases

- If a child becomes ill or infectious at the setting, every effort will be made to contact the parents/carers. It is essential therefore that the setting has up to date information in order to be able to contact the parents/carers during settings hours. If the parent/carer cannot be contacted, setting staff will endeavour to contact the other named contacts on the child's record.

- If the setting is unable to contact a parent/carer or other named contact, Learning Tree reserves the right to take the child to a general practitioner or hospital in an emergency. Parents/carers will be required to give signed consent for this procedure on registering their child at the setting.

6.3. Recording & reporting of accidents & incidents

Policy statement

We follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are not regarded as incidents and there are separate procedures for this.

Procedures

Our accident book:

- is kept in a safe and secure place;
- is accessible to our staff and volunteers, who all know how to complete it; and
- is reviewed at least half termly to identify any potential or actual hazards.

Reporting accidents and incidents

- Ofsted is notified as soon as possible, but at least within 14 days, of any instances which involve:
 - food poisoning affecting two or more children looked after on our premises
 - a serious accident or injury to, or serious illness of, a child in our care and the action We take in response
 - the death of a child in our care
- Local child protection agencies are informed of any serious accident or injury to a child, or the death of any child, while in our care and We act on any advice given by those agencies.
- Any food poisoning affecting two or more children or adults on our premises is reported to the local Environmental Health Department.
- We meet our legal requirements in respect of [the safety of our employees/my safety and the safety of my employees] and the public by complying with

RIDDOR. We report to the Local Authority (LA). Please note that providers on school premises or domestic premises report to the Health and Safety Executive (HSE):

- Any work-related accident leading to an injury to a member of the public (child or adult), for which they are taken directly to hospital for treatment.
- Any work-related accident leading to a specified injury to [one of our employees/me or one of my employees]. Specified injuries include injuries such as fractured bones, the loss of consciousness due to a head injury, serious burns or amputations.
- Any work-related accident leading to an injury to [one of our employees/me or one of my employees] which results in them being unable to work for seven consecutive days. All work-related injuries that lead to [one of our employees/me or one of my employees] being incapacitated for three or more days are recorded in our accident book.
- When [one of our employees/I or one of my employees] suffers from a reportable occupational disease or illness as specified by the HSE.
- Any death, of a child or adult, that occurs in connection with a work-related accident.
- Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident, but could have done; such as a gas leak.
- Information for reporting incidents to the Local Authority or Health and Safety Executive is provided in the *Accident Record* (Pre-school Learning Alliance 2017). Any dangerous occurrence is recorded in our incident book (see below).

Incident book

- We have ready access to telephone numbers for emergency services, including the local police. Where we are responsible for the premises we have contact numbers for the gas and electricity emergency services, and a carpenter and plumber. Where we rent premises We ensure We have access to the person responsible and that there is a shared procedure for dealing with emergencies.

- We ensure that our staff and volunteers carry out all health and safety procedures to minimise risk and that they know what to do in an emergency.
- On discovery of an incident, we report it to the appropriate emergency services – fire, police, and ambulance – if those services are needed.
- If an incident occurs before any children arrive, our manager risk assesses this situation and decide[s] if the premises are safe to receive children. Our manager may decide to offer a limited service or to close the setting.
- Where an incident occurs whilst the children are in our care and it is necessary to evacuate the premises/area, We follow the procedures in our Fire Safety and Emergency Evacuation Policy or, when on an outing, the procedures identified in the risk assessment for the outing.
- If a crime may have been committed, We ask all adults witness to the incident make a witness statement including the date and time of the incident, what they saw or heard, what they did about it and their full name and signature.
- We keep an incident book for recording major incidents, including some of those that that are reportable to the Local Authority or Health and Safety Executive as above.
- These incidents include:
 - a break in, burglary, or theft of personal or our setting's property
 - an intruder gaining unauthorised access to our premises
 - a fire, flood, gas leak or electrical failure
 - an attack on an adult or child on our premises or nearby
 - any racist incident involving families or [our staff/myself or my staff] on the setting's premises
 - a notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on our premises
 - the death of a child or adult
 - a terrorist attack, or threat of one
- In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, is also recorded.
- In the event of a terrorist attack, We follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. our

standard Fire Safety and Emergency Evacuation Policy will be followed [and our staff will take charge of their key children]. The incident is recorded when the threat is averted.

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

Common Inspection Framework

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

Legal framework

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995 (As Amended)
- The Health and Safety (Enforcing Authority) Regulations 1998

Further guidance

- Common Inspection Framework: Education, Skills and Early Years (Ofsted 2015)
 - Early Years Inspection Handbook (Ofsted 2015)
 - RIDDOR Guidance and Reporting Form: www.hse.gov.uk/riddor
 - Accident Record (Pre-school Learning Alliance 2017)
 - CIF Summary Record (Pre-school Learning Alliance 2016)
- Reportable Incident Record (Pre-school Learning Alliance 2015)

6.4. Nappy changing

Policy statement

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

We provide nappy changing facilities and exercise good hygiene practices 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

Children should normally wear pull ups, or other types of trainer pants, as soon as they are comfortable with this and their parents agree.

Key persons undertake changing children in their key groups; back up staff change them if the key person is absent.

Changing areas are warm with safe areas to lay children.

Gloves and aprons are put on by staff before changing starts and the areas are prepared. Paper towel is put down on the changing mat freshly for each 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.

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.

Children are encouraged to wash their hands, and have soap and paper towels to hand. They should be allowed time for some play as they explore the water and the soap.

Anti-bacterial hand wash liquid or soap should not be used for young children; young skin is quite delicate and anti-bacterial products kill off certain good bacteria that children need to develop their own natural resistance to infection.

Key persons are gentle when changing; they avoid pulling faces and making negative comments about 'nappy contents'.

Key persons do not make inappropriate comments about children's genitals when changing their nappies.

Older children access the toilet when they have the need to and are encouraged to be independent.

Nappies and pull ups are disposed of hygienically; they are bagged and put in the nappy bin ready for the parent/carer to take home. Ordinary pants that have been wet or soiled are bagged for the parent to take home.

Every change of clothes/nappy will be recorded in a special book by the person who has changed the child. The parent/carer will be informed that a change of nappy/clothing has taken place by a note made in their child's link book.

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

6.5. Food & Drink

Policy statement

We regard snack and meal times as an important part of our day. Eating represents a social time for children and adults, and helps children to learn about healthy eating. At snack and meal times, We aim to provide nutritious food, which meets the children's individual dietary needs.

Procedures

We follow these procedures to promote healthy eating in our setting.

- Before a child starts to attend the setting, we ask their parents about their dietary needs and preferences, including any allergies. (See the Illness and Exclusion Policy.)
- We record information about each child's dietary needs in the Registration Form and parents sign the form 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 updated record to signify that it is correct.
- We display current information about individual children's dietary needs so that all our staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences, as well as their parents' wishes.
- We plan snacks in advance, involving children and parents in the planning.
- We display the menus of snacks for parents to view.
- We provide nutritious food for all snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We include a variety of foods from the four main food groups:
 - meat, fish and protein alternatives
 - dairy foods
 - grains, cereals and starch vegetables

- fruit and vegetables
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We take care not to provide food containing nuts or nut products and we are especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with parents and research reading, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, as well as about food allergies. We take account of this information in the provision of food and drinks.
- We provide a vegetarian alternative on days when meat or fish are offered and make every effort to ensure Halal meat or Kosher food is available for children who require it.
- We show sensitivity in providing for children's diets and allergies. We do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.
- We organise snack times so that they are social occasions in which children and adults participate.
- We use snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- We inform parents who provide food for their children about the storage facilities available in our setting.
- We give parents who provide food for their children information about suitable containers for food.
- In order to protect children with food allergies, We discourage children from sharing and swapping their food with one another.
- 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
- For young children who drink milk, we provide semi skimmed pasteurised milk.

Packed lunches

Where we cannot provide cooked meals and children are required to bring packed lunches, we:

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

Legal framework

- Regulation (EC) 852/2004 of the European Parliament and of the Council on the Hygiene of Foodstuffs.

Further guidance

- Safer Food, Better Business (Food Standards Agency 2011)
- Nutritional Guidance for the Under Fives (Pre-school Learning Alliance 2009)
- The Early Years Essential Cookbook (Pre-school Learning Alliance 2009)
- Healthy and Active Lifestyles for the Early Years (Pre-school Learning Alliance 2012)

6.6. Food Hygiene

Policy statement

We provide and/or serve food for children on the following basis:

Snacks

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

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

Procedures

The manager and the Health and Safety Officer understand the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to their business. This is set out in

Safer Food, Better Business (Food Standards Agency 2011). The basis for this is risk assessment of the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.

All staff follows the guidelines of Safer Food, Better Business.

Staff involved in the preparation and handling of food has received training in food hygiene.

The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently. (See Safer Food, Better Business.)

We use reliable suppliers for the food we purchase.

Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.

Packed lunches are stored in a refrigerator.

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.

All utensils, crockery etc are clean and stored appropriately.

Waste food is disposed of daily.

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 to report the outbreak and will comply with any investigation. Any confirmed cases of food poisoning affecting two or more children looked after on the premises are notified to Ofsted as soon as reasonably practicable, and always within 14 days of the incident

6.7 Nut Free Policy

Policy statement

Learning Tree Pre-School aims to practice a nut free policy although we recognise that this cannot be guaranteed. This policy serves to set out all measures to reduce the risk to those children and adults who may suffer an anaphylactic reaction if exposed to nuts to which they are sensitive. The preschool aims to protect children who have allergies to nuts yet also help them, as they grow up, to take responsibility as to what foods they can eat and to be aware of where they may be put at risk.

We will forward our Nut Policy to our yearly intake so parents are aware that we do not allow nuts or nut products within our setting for snack, lunch boxes or party cake or seasonal treats and we outline the systems of anaphylaxis. Our Nut Free Zone signs are sited within the preschool and our website

Definition

Anaphylaxis (also known as anaphylactic shock) is an allergic condition that can be severe and potentially fatal.

Anaphylaxis is your body's immune system reacting badly to a substance (an allergen), such as food, which it's wrongly perceives as a threat. The whole body can be affected, usually within minutes of contact with an allergen, though sometimes the reaction can happen hours later.

Staff

The onus falls on all staff to read and follow their policy both in school and when out on trips and outings, staff and volunteers must ensure they do not bring in or consume nut products within the preschool and ensure they follow good hand washing practice.

- Caution must be taken at certain times of the year such as Easter and Christmas. If staff distributes confectionary care must be taken to ensure that no nuts are included in the product. Fruit sweets such as Haribo are a better alternative. Particular products that are a cause for concern are: Celebrations, Roses, Heroes, Quality Street.
- All products packaging must be checked for warning directed at allergy sufferers and if the following or similar are displayed, the product must not be used in the school without supervision of staff and supervised hand washing.
- Not suitable for nut allergy sufferers
- This product contains nuts
- This product may contain traces of nuts

Parents

Must notify staff of any known or suspected allergy to nuts and provide all needed information detailed on their child's individual healthcare plan.

Parents must not bring in any food or treats (such as for birthday) unless they have checked the ingredients carefully, likewise for snack and lunch box choice.

Packaging must be checked for:

- Not suitable for nut allergy sufferers
- This product contains nuts
- This product may contain traces of nuts
- Indicating this is unsuitable for school consumption.

Lunchbox items will be removed by staff and a note will be sent home to parents regarding our policy.

6.8 Sun cream policy

Policy statement Learning Tree Pre-School (Swindon) Limited

Learning Tree Pre-School needs to ensure that all children are protected from the effects of the sun and we have procedures in place to do this.

Procedure

- Inform parents/carers that they need to apply sun cream to their children before bringing them into pre-school during the summer months.
- Learning Tree Pre-School will supply Boots Soltan Kids Factor 50 sun care lotion and apply, when necessary, after lunch to children staying all day. All parents of children, who stay all day, will be asked to sign a consent form giving staff permission to apply this sun care lotion when necessary.
- For parents who would rather supply their own sun cream please bring in a bottle with your child's name clearly labelled.
- Monitor children's time in the sun and on exceptionally hot/sunny days and limit their exposure to the sun especially in the hottest part of the day (11am – 3pm)
- Provide shade in the outside where possible.
- All children will be required to wear a hat supplied by Learning Tree Pre-School when playing outside in the sun.
- We will also encourage children to cover very exposed areas of the skin, such as shoulders.
- Staff will set a good example by the clothing they wear in the sun. All children should not wear singlet tops in the sun to protect themselves.
- To support the child's independence, clothes should be easy for the child to undo.

Consent: Child's Name:

I give permission for you to apply Boots Soltan Kids Factor 50 sun care lotion, or the lotion supplied by me, to my child when necessary.

- I understand that I will need to provide suitable clothing for my child to wear in the summer months; longer sleeved t-shirts, dresses with sleeves and longer shorts.

Signed by: Parent/Carer Name:

Date:

7.1. Promoting positive behaviour

Policy statement

We believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

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

Procedures

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

Attend relevant training to help understand and guide appropriate models of behaviour;
Implement the setting's behaviour procedures including the stepped approach;
Have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary;
Ensure all staff promotes positive behaviour.

Stepped approach

Step 1

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

Step 2

We address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.
Behaviours that result in concern for the child and/or others will be discussed between the key person, the behaviour coordinator and Special Educational Needs Coordinator (SENCO) or/and manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context.

Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.

If the behaviour continues to reoccur and remain a concern then the key person should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If a cause for the behaviour is not known or only occurs whilst in the setting then the SENCO will suggest using a focused intervention approach to identify a trigger for the behaviour.

If a trigger is identified then the SENCO and key person will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.

Step 3

If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to give occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.

It may also be agreed that the Common Assessment Framework (CAF) or Early Help process should begin and that specialist help be sought for the child if deemed necessary – this support may address either developmental or welfare needs. (See Supporting Children with SEN policy 9.2) If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding and Children and Child Protection Policy (1.2).

Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

Initial intervention approach

We use an initial problem solving intervention for all situations in which a child or children are distressed or in conflict. All staff use this intervention consistently. This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.

High Scope's Conflict Resolution process provides this type of approach but equally any other similar method would be suitable. Periodically the effectiveness of the approach will be checked.

Focused intervention approach

The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.

Where we have considered all possible reasons, then a focused intervention approach should then be applied.

This approach allows the key person and behaviour coordinator to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.

We follow the ABC method which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

Use of rewards and sanctions

All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.

Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet adult's own expectations in order to obtain a reward (or for fear of a sanction). If used then the type of rewards and their functions must be carefully considered before applying.

Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

Use of physical intervention

The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.

Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use "reasonable force in order to prevent children from injuring themselves or others or damage property" (EYFS). If "reasonable force" has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.

Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being.

8.1. Health & Safety

Policy statement

Learning Tree Pre-school believes that the safety of children is of paramount importance. We aim to make children, parents and staff aware of safety issues and to minimise the hazards and risks to enable the children to thrive in a safe environment.

Risk Assessment

Our risk assessment process includes checking for hazards and risks inside and out for both children and adults attending the setting. Hazards and risks are identified, along with action plans that specify the action required, time scales for completion, the person responsible and the funding required.

We maintain the following risk assessment records:

A daily risk assessment which is carried out before the session begins;
A risk assessment for each activity area is conducted at the beginning of each term.
A full risk assessment of the setting and procedures is carried once a year

Insurance Cover

We have public liability insurance and employer's liability insurance. The certificate for public liability insurance is displayed within the setting and a copy is in the back of the policies file.

Awareness Raising

Our induction training for staff and volunteers includes a clear explanation of our safety issues so that all adults are able to adhere to our policy and understand their shared responsibility for safety.

Staff are asked to read and understand the preschools safety policy and sign a record to say they have done so.

As necessary, safety training is included in the annual training plans of staff, and safety issues are discussed regularly at staff meetings.

We have a no smoking policy within the setting and the grounds.

Children are made aware of safety issues through discussions, planned activities and routines.

Children's Safety

We ensure all staff employed are checked for criminal records by an enhanced disclosure from the DBS

Adults, such as visitors and volunteers who are not DBS cleared do not supervise children on their own.

All children are supervised by adults at all times.

Whenever children are on the premises at least 5 adults are present. As set by Ofsted, the ratios are always adhered to.

Security

Systems are in place for the safe arrival and departure of children. The times of arrival and departure are recorded on the register.

The arrival and departure times of adults – staff, volunteers and visitors are also recorded.

Our systems prevent unauthorised access to the premises.

Our systems prevent children from leaving the premises unnoticed.

The personal possessions of staff and volunteers are securely stored during sessions.

Windows

Windows and glass doors, although made from materials that prevent accidental damage, are checked during the daily risk assessment for cracks and breaks and if opened are of a height that children cannot climb through them.

Doors

External doors are monitored at the beginning and end of the session to ensure children are unable to leave the premises. At all other times of day, apart from free flow play time, the front door is kept locked and access is via a door bell system. There are Door Slam Stoppers and Finger Safes on each door.

Floors

All surfaces are checked daily to ensure they are clean, clear, not uneven or damaged.

Kitchen area

Children do not have access to the kitchen.

All surfaces are clean and non-porous.

Cleaning materials and other dangerous materials are stored out of children's reach.

When children take part in cooking activities they:

Are supervised at all times.

Are kept away from hot surfaces and hot water and

Do not have access to electrical equipment.

Electrical Equipment

All electrical equipment conforms to safety requirements and is checked regularly. Certificates of which can be found in the Health and Safety folder.

Heaters, electrical sockets, wires and leads are properly guarded and the children are taught to be mindful of them and their potential dangers.

There are sufficient sockets to prevent overloading.

The temperature of hand washing hot water is controlled and regularly checked to prevent scalds.

The water heater for washing up is not used while the children are in the room.

Lighting and ventilation is adequate in all areas.

Storage

All resources and materials from which children select are stored safely.

All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

Fire Safety

Fire doors are clearly marked, never obstructed and easily opened from the inside. Smoke detectors/alarms and firefighting appliances conform to BSEN standards, are fitted in appropriate high-risk areas of the building and are checked as specified by the manufacturer.

Our emergency evacuation procedures are approved by the Fire Safety Officer and are:

Clearly displayed in the premises

Explained to new members of staff, volunteers and parents

Practised regularly at least once every six weeks

Records are kept of fire drills in the Fire drill book.

Records are kept of the servicing of fire equipment – See the Health & Safety/Risk Assessment folder.

Outdoor Play

Activities

Before the purchasing equipment/resources they are checked to ensure that they are safe for all ages and stages of the children attending Learning Tree.

The layout of play equipment allows adults and children to move safely and freely between activities.

The equipment is regularly checked for cleanliness and safety and any dangerous items are either repaired or thrown away.

All materials used for art and craft activities are non-toxic.

Sand is clean and suitable for children's play.

Physical play is always supervised.

Children are taught to handle and store tools safely.

Children are taught about health, safety and personal hygiene through activities and the routines that are followed on a daily basis.

Records

In accordance with the Welfare Requirements, we keep records of:

Adults

Names and addresses of all staff on the premises, including temporary staff working with the children, or who have substantial access to them.
All records relating to the staff's employment with Learning Tree including application forms, references, results of checks undertaken etc.

Children

Names, addresses and telephone numbers of parents and adults authorised to collect children from Learning Tree.

The names, addresses and telephone numbers of emergency contacts in case of children's illness or accident.

The allergies, dietary requirements and illnesses of individual children.

The times of attendance of children, staff, volunteers and visitors.

Accident records, medicine administration records, emergency treatment and incidents.

8.2. Maintaining children's safety and security

Policy statement

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

Procedures

Children's personal safety

We ensure all employed staff have been checked for criminal records via an enhanced disclosure with children's barred list check through the Disclosure and Barring Service.

Adults do not normally supervise children on their own.

All children are supervised by adults at all times.

Whenever children are on the premises at least two adults are present.

We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

Systems are in place for the safe arrival and departure of children.

The times of the children's arrivals and departures are recorded.

The arrival and departure times of adults – staff, volunteers and visitors - are recorded.

Our systems prevent unauthorised access to our premises.

Our systems prevent children from leaving our premises unnoticed.

We only allow access to visitors with prior appointments.

Our staff check the identity of any person who is not known before they enter the premises.

We keep front doors and gates locked shut at all times. Back doors are kept locked shut at all times where they may lead to a public or unsupervised area.

We have installed 'spy holes' in the main door at a suitable height.

The personal possessions of staff and volunteers are securely stored during sessions.

Minimal petty cash is kept on the premises.

8.3. Outings & Visits

When families join Learning Tree Pre-School they will be made aware of our policy regarding outings. We believe that being able to experience their local environment children can feel a part of their community and learn to keep themselves and their peer's safe in the environment.

Learning Tree Pre - School's insurance policy allows for children to be taken out of the pre-school building to participate on trips. Staff members ensure that health and safety guidelines are followed correctly.

Before any outing a risk assessment will be carried out by the designated health and safety officer – Katie Baker. The risk assessment will help reduce risks to children and adults when off the pre-school premises.

Adult to child ratios will be maintained when going on any outing and child and staff/ student / volunteer record details will be taken. A first aid trained member of staff will be present on every outing and first aid equipment taken. Staff members carry mobile phone to use in the event of an emergency. In the event that a child goes missing the 'Missing Child's' policy will take immediate effect. Please see the Missing Child policy in the folder.

Learning Tree Pre – School Outings may include:

Walking to the local shops.

Walking to the library.

A walk around the local environment

. Parents and carers are informed that the above mentioned outings are part of our regular routine and may take place spontaneously throughout the week without prior notice. All parents/carers will be asked to sign a consent form when joining our setting, giving permission for their child to take part in these spontaneous outings.

For planned outings, parents/carers will be asked to sign a separate trip consent form related to the specific outing.

When going on a planned outings parents/carers will be notified through information by newsletter, notice board and through conversation with the Learning Tree team. Parents/carers will be made aware that if consent is not given, then they must make alternative arrangements for their child.

If an outing is planned that requires using transport parents/carers are asked to accompany their child.

When going on an outing the pre-school's 'Outing Bag' will be taken. A member of staff will check the 'Outing Bag' before leaving the premises and replenish items before each outing. The bag includes the following items:

Child and Adult Record Information

First Aid Kit

Accident/Incident Forms and Pen

Spare Clothing

Wipes

Tissues
Mobile phone
Camera
Whistles
Potty and Potty Liners.

Procedure for Preparing for an Outing:

Risk assessment is carried out/reviewed,
Outing's bag replenished,
Adults explain to individual/groups of children that they are going on an outing today and reassure children,
Children use the toilet,
Children put on appropriate clothing and footwear for trip/weather condition,
Children brought together on the circle time area
Adults explain where they are going and remind children of 'outing safety' rules,
Children line up at the front door in pairs, creating a 'Walking Bus' line.
Children and adults assemble in their 'walking bus' line in the car park. One adult stands at the front, one adult is in the middle and one adult is at the end of the line,

Procedure when on an Outing:

A ratio of 1 adult to 4 children is maintained on outings,
Children and adults maintain the 'walking bus' line at all times,
Children are reminded to hold their partners hand,
Children are reminded of road safety, animal safety and stranger danger,
Children are praised and reassured when walking.
An adult will blow on their whistle in the event that they need to get children's and adults attention quickly due to a danger.

If a child needs to use the toilet when on an outing every effort will be made to locate a public toilet, however if one cannot be located a member of staff will take the child to a private area to use the pre-school potty. Only staff members who hold an appropriate DBS check will be permitted to support a child when using the toilet. Students / Volunteers / Professionals are not permitted to take a child to the toilet at anytime..

8.4. Risk Assessment

Policy statement

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

This policy is based on the Pre-school Learning Alliance risk assessment processes, which follow five steps as follows:

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

Procedures

- Our risk assessment process covers adults and children and includes:
 - determining where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we are managing risks if asked by parents and/or carers and inspectors;
 - checking for and noting hazards and risks indoors and outside, in relation to our premises and activities;
 - assessing the level of risk and who might be affected;
 - deciding which areas need attention; and

- developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.

The risk assessment is written and is reviewed regularly.

- We maintain lists of health and safety issues, which are checked daily before the session begins, as well as those that are checked on a weekly and termly basis.

Legal framework

- Management of Health and Safety at Work Regulations (1999)

Further guidance

Five Steps to Risk Assessment (HSE 2011)

8.5. Fire safety & emergency evacuation

Policy statement

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and our staff are familiar with the current legal requirements. Where necessary

We seek the advice of a competent person, such as our Fire Officer. A Fire Safety Log Book is used to record the findings of risk assessment, any actions taken or incidents that have occurred and our fire drills.

Procedures

Fire safety risk assessment

The basis of fire safety is risk assessment, carried out by a 'competent person'.
(Emma Norton)

Our fire safety risk assessment focuses on the following for each area of the setting:

Electrical plugs, wires and sockets.

Electrical items.

Gas boilers.

Cookers.

Matches.

Flammable materials – including furniture, furnishings, paper etc.

Flammable chemicals .

Means of escape.

Anything else identified.

Fire safety precautions taken

We ensure that fire doors are clearly marked, never obstructed and easily opened from the inside.

We ensure that smoke detectors/alarms and firefighting appliances conform to BS EN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.

We have all electrical equipment checked annually by a qualified electrician. Any faulty electrical equipment is taken out of use and either repaired or replaced.

We ensure sockets are covered. Our emergency evacuation procedures are approved by the Fire Safety Officer and are:

clearly displayed in the premises;

explained to new members of staff, volunteers and parents; and

practised regularly, at least once every six weeks.

Records are kept of fire drills and of the servicing of fire safety equipment.

Emergency evacuation procedure

. Our procedure for practice drills includes:

Ensuring children are familiar with the sound of the fire alarm.

Ensuring the children, staff and parents know where the fire exits are.

Ensuring children are led safely from the building to the assembly point.

Ensuring children will be accounted for and who by.

Noting how long it takes to get the children out safely.

Assigning who calls the emergency services, and when, in the event of a real fire.

How parents are contacted.

Fire drills

We hold 2 fire drills each term and record the following information about each fire drill in the Fire Safety Log Book:

The date and time of the drill.

Number of adults and children involved.

How long it took to evacuate.

Whether there were any problems that delayed evacuation.

Any further action taken to improve the drill procedure.

8.6 Terrorist threat/attack and lock-down

Most procedures for handling an emergency are focussed on an event happening in the building. However, in some situations you will be advised to stay put (lock-down) rather than evacuate. 'Lock-down' of a building/group of buildings is intended to secure and protect occupants in the proximity of an immediate threat. By controlling movement in an area, emergency services can contain and handle the situation more effectively.

- The setting manager assesses the likelihood of an incident happening based on their location.
- The setting manager will check our police website for advice and guidance.
- Local police contact numbers are clearly displayed for staff to refer to.
- Staff rehearse simple 'age appropriate' actions with the children such as staying low to the floor, keeping quiet and listening to instructions in the same way that fire procedures are practiced. Lock-down must be rehearsed and recorded termly.
- The setting manager is aware of the current terrorist alert level, as available at www.mi5.gov.uk/threat-levels.
- We follow any additional advice issued by the local authority.
- Emergency procedures are reviewed and added to if needed.
- Information about this procedure is shared with parents and all staff are aware of their role during 'lockdown'.
- A text/phone message is issued to parents when lockdown is confirmed.

Suggested wording for parent message

Due to an incident we have been advised by the emergency services to secure the premises and stay put until we are given the 'all clear'. Please do not attempt to collect your child until it is safe to do so. We will let you know as soon as we are able to when that is likely to be. In the meantime we need to keep our telephone lines clear and would appreciate your cooperation in not calling unless it is vital that you speak to us.

Lock-down procedures

If an incident happens the setting manager/ deputy manager acts quickly to assess the likelihood of immediate danger. In most cases the assumption will be that it is safer to stay put and place the setting into 'lockdown' until the emergency services arrive. As soon as the emergency services arrive at the scene staff comply with their instructions.

During 'lock-down'

- Staff and children stay in their designated areas if it is safe to do so.
- Doors and windows are secured until further instruction is received.
- Curtains and blinds are closed where possible.
- Staff and children stay away from windows and doors.
- Children are encouraged to stay low and keep calm.
- Staff tune into a local TV or radio station for more information.
- Staff do NOT make non-essential calls on mobile phones or landlines.
- If the fire alarm is activated, staff and children remain in their designated area and await further instructions from emergency services, unless the fire is in their area. In which case, they will move to the next room/area, following usual fire procedures.

The door will not be opened once it has been secured until the manager or deputy manager is officially advised "all clear" or is certain it is emergency services at the door.

During lockdown staff do NOT:

- Travel down long corridors
- Assemble in large open areas
- Call 999 again unless there is immediate concern for their safety, the safety of others, or they feel they have critical information that must be passed on

Following lockdown:

- Staff will cooperate with emergency services to assist in an orderly evacuation.
- Staff will ensure that they have the register and children's details.
- Staff or children who have witnessed an incident will need to tell the police what they saw. The police may require other individuals to remain available for questioning.

- In the event of an incident it is inevitable that parents will want to come to the setting and collect their children immediately. They will be discouraged from doing so, until the emergency services give the 'all clear'. Staff will be always acting on the advice of the emergency services.

Recording and reporting

- A record is completed as soon as possible.

Further guidance

Members of the public should always remain alert to the danger of terrorism and report any suspicious activity to the police on 999 or the anti-terrorist hotline: 0800 789 321.

For non-emergency, call the police on 101.

8.7. Animals in the setting

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

Procedures

Animals in the setting as pets

- We take account of the views of parents and children when selecting an animal or creature to keep as a pet in the setting, as well as any allergies or issues that individual children may have any animals or creatures.
- We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.
- We provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.
- Our staff are knowledgeable of the pet's welfare and dietary needs and ensure that the correct food is offered, at the right times.
- We make arrangements for weekend and holiday care for the animal or creature.
- We register with the local vet and take out appropriate pet care health insurance.
- We make sure all vaccinations and other regular health measures, such as de-worming, are up-to-date and recorded.
- We teach children the correct handling and care of the animal or creature and supervise them at all times.
- We ensure that children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
- We wear disposable gloves when cleaning housing or handling soiled bedding.
- If animals or creatures are brought in by visitors to show the children, they are the responsibility of their owner.
- The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

Visits to farms

- Before a visit to a farm, we carry out a risk assessment - this may take account of safety factors listed in the farm's own risk assessment, which should be viewed.
- We contact the venue in advance of the visit to ensure that there has been no recent outbreak of E.coli or other infections. If there has been an outbreak, we will review the visit and may decide to postpone it.
- We follow our outings procedure.
- Children wash and dry their hands thoroughly after contact with animals.
- Outdoor footwear worn to visit farms is cleaned of mud and debris as soon as possible on departure and should not be worn indoors.
- We advise staff and volunteers who are, or may be, pregnant to avoid contact with ewes and to consult their GP before the visit.

Legal framework

- The Management of Health and Safety at Work Regulations (1999)

Further guidance

Health and Safety Regulation...A Short Guide (HSE 2003)

8.8. No Smoking, Alcohol and Drugs

No Smoking

Learning Tree Pre - School premises are non-smoking. Staff members, students, volunteers, parents and carers are not permitted to smoke in any area of the inside building or in any of the secure outside areas. No smoking signs are clearly displayed around the premises.

Staff members, students and volunteers are not permitted to smoke when out of the building on trips or when travelling to and from the buildings with children. Staff members and volunteers are made aware of no smoking. Students are made aware of no smoking through our 'Student Information' pack.

No Alcohol or Illegal Substances

Alcohol or illegal substances are not permitted on the premises of Learning Tree Pre - School.

Staff members found to be under the influence or in possession of alcohol or illegal substances whilst children are in our care will be instantly dismissed.

In the event that a parent / carer is believed to be under the influence of alcohol or illegal substances, staff members would approach them calmly and explain that they believe they are under the influence and suggest, for example, whether they thought it was a good idea to be responsible for a child and drive. At this point if the parent / carer understands our concern, the child's emergency contact would be called to collect the child. If the emergency contact was unable to collect, the children's social care team/police department will be contacted.

If we are unhappy to release a child to the person collecting as a result of their behaviour, for example, aggression, as a result of being under the influence. We will contact the police department for advice. Also contact the child's emergency contact.

We understand that we have no legal rights to prevent a child being taken by a family member, however, we would endeavour to protect the child to our best ability. If the parent / carer takes the child from our care we would advise them that it may be unsafe and that we will be notifying the police and children's social care, as we believe them to be under the influence of alcohol or illegal substances, thus putting a child at risk.

If circumstances prevent a parent /carer from caring for their child to the best of their ability, for example due to sickness, we will take action to assist the parent/carer.

Staff Members taking Medicine/other Substances

Staff members who are taking medication can only work directly with children if medical advice confirms that the medication is unlikely to impair their ability to care for and look after children. All staff medication is stored in the back storage area and is out of reach of children..

8.9 CCTV

CCTV has been installed to assist in ensuring a safe and secure environment for the benefit of children in our care, staff, parents/carers and visitors. These purposes will be achieved by monitoring the system to:

Ensure high standards of care are maintained.

Assistant in the overall security of individuals, premises and equipment.

Act as an effective against criminal activity such as vandalism

Facilitate the identification of any incidents which may necessitate disciplinary action behind taken against a staff member and assist in providing evidence to the Manager

Increase learning opportunities for the staff.

Ensure the safety and wellbeing of the children within the setting

The system will not be used for the following:

To provide any images for the world-wide-web

To hand any images to a third party, other than the police or officials if deemed necessary, within relation to the Data Protection Act 1998.

Images captured by the system will be monitored in the building and recorded. It is recognised that images are sensitive material and subject to the provision of the data protection act 1998, the manager is responsible for ensuring day to day compliance with the act. All data recording will be handled in strict accordance with the policy and the procedure.

CCTV System

Cameras are located in both internally and externally points. The system comprises of: Fixed position cameras, monitors, digital recorder and Public Information.

Outside the garden playground area

Within both play rooms. NOT covering nappy changing areas or the bathroom.

Signs are displayed in key locations to indicate that a CCTV monitoring system is operations. Although every effort has been made to ensure maximum effectiveness of the system, it is not possible to guarantee that the system will detect every incident taking place within the areas of coverage,

Recording

Digital recording are made using a digital video recorder operating in real mode, monitoring the sit continuously 24 hours a day. Images will normally be retained for between four to six weeks form the date of recording and they will then be automatically overwritten.

Accessing to images

Viewing of recorded images of CCTV will be restricted to the management within the setting. The CCTV images can only be access via a secure remote access to assist in maintaining the security of the premises. This is not a 'webcam' facility; parents will not have access to the view recordings.

Data Protection Act 1998

The CCTV system has been register in accordance with the Data Protection Act.

9.1. Diversity & promoting equality and Inclusion

Policy statement

We at Learning Tree Pre-school will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins; while others may be more removed from close kin, or may live with other relatives or foster carers.

Some children have needs that arise from disability or impairment, or may have parents that are affected by disability or impairment. Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

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

We aim to:

provide a secure and accessible environment in which all of 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 family structures, diverse ethnic and cultural groups and disabled people;

improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;

challenge and eliminate discriminatory actions;

make inclusion a thread that runs through all of the activities of the setting; and foster good relations between all communities.

Procedures

Admissions

Our setting is open to all members of the community.

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 Valuing Diversity and Promoting Equality Policy.

We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act (2010).

These are:

disability;

race;

gender reassignment;

religion or belief;

sex;

sexual orientation;

age;

pregnancy and maternity; and

marriage and civil partnership.

We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability.

We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.

We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.

We take action against any discriminatory behaviour by staff or parents whether by: direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service; indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;

association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or

perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation because of their mannerisms or how they speak.

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 immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

Employment

Posts are advertised and all applicants are judged against explicit and fair criteria.

Applicants are welcome from all backgrounds and posts are open to all.

We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.

The applicant who best meets the criteria is offered the post, subject to references and checks by the 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 Valuing Diversity and Promoting Equality.

Curriculum

The curriculum offered in the 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.

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 do this by:

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

Valuing diversity in families

We welcome the diversity of family lifestyles and work with all families.

We encourage children to contribute stories of their everyday life to the setting.

We encourage mothers, fathers and other 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.

We take positive action to encourage disadvantaged and under-represented groups to use the setting.

Food

We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met.

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

Meetings

Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.

We positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child.

Information about meetings is communicated in a variety of ways - written, verbal and in translation if necessary – to ensure that all mothers and fathers have information about, and access to, the meetings.

Monitoring and reviewing

So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and to value diversity.

We provide a complaints procedure and a complaints summary record for parents to see.

9.2. Supporting children with special educational needs

Policy statement

We at Learning Tree Pre-school provide an environment in which all children, including those with special educational needs (SEN) are supported to reach their full potential.

We have regard for the Special Educational Needs Code of Practice (2014).

We ensure our provision is inclusive to all children with special educational needs.

We support parents and children with special educational needs.

We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.

We work in partnership with parents and other agencies in meeting individual children's needs.

We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents.

Our SENCO is Claire Thirston- Hewer

Our Deputy SENCO is Emma Norton

We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.

We ensure that our inclusive admissions practice ensures equality of access and opportunity.

We use the graduated response system for identifying, assessing and responding to children's special educational needs.

We seek written parental consent before speaking to any outside agencies.

We work closely with the parents of children with special educational needs to create and maintain a positive partnership.

We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.

We provide parents with information on sources of independent advice and support.

We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.

We provide a broad, balanced and differentiated curriculum for all children with special educational needs.

We use a system of planning, implementing, monitoring, evaluating and reviewing Individual Health and Care plans (EHC) for children with special educational needs.

We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

We have systems in place for supporting children during the initial Early Years support process Level 1

We have systems in place for working with other agencies through each stage of the Early Help Record and Plan (EHP), Level 2, Statutory Assessment Process (EHC).

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 Supporting Children with Special Educational Needs Policy.

We support parents, provide in-service training for practitioners and volunteers.

We raise awareness of any specialism the setting has to offer, e.g. Signalong trained staff.

We ensure 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.

We provide a complaints procedure.

We monitor and review our policy annually.

9.3. British Values

Fundamental British Values in the Early Years

At Learning Tree School, teaching British values means providing a curriculum which actively promote(s) the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Teaching the children British values is embedded in everything we do. Britain has undergone rapid economic and social change in the last few decades and we live in an increasingly diverse society. We endeavour to teach our children that it is possible to live together peacefully, each of them a valuable part of our multicultural world.

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.

Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Promoting democracy – everyone has a voice and is listened to;

We value children's thoughts and ideas. The children can tell us what they like at Pre- school and what they would like more/less of.

In group times we listen to their ideas and implement them in the planning.

Children put their name cards on happy or sad trees on arrival.

We use our Rainbow Rules and in group times we discuss the rules and our feelings

Using thoughtful questions and comments we encourage children to listen to each other's ideas and work together as a team.

We use visual timers to help the children take turns and share.

We teach children to work together – we provide them with projects that involve everyone in the provision and we plan group times, where children learn to listen, take turns and value contributions from others. This type of planning is a very important part of British values = teaching about shared values and working together towards a common goals.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development

As part of the focus on managing feelings and behaviour:

Staff can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.

Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Promoting the rule of law – teaching children right wrong (including the police in a 'people who help us' theme.)

We teach the children ' The Rainbow Rules' using books, puppets and reward stickers. As we see the children displaying positive behaviour we reward with special stickers and placement on the sunshine.

Learning Tree Rainbow Rules are-

No running indoors

Good Listening

Good Manners

Share and Take Turns

Lokk after our resources

At Tidy up time: We sing a special piece of music to indicate tidy up time, we teach the children the importance of all working together to get the job done! What's going to work....Teamwork!!!

Individual liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Promoting Individual Liberty: teaching children to have a positive self-image, be confident in themselves, their ideas and abilities.

We use positive strategies to encourage good behaviour, stickers, photos of children on the sunshine and comment on how proud we are of their achievements.

We support the children to try challenges and take well managed risks, encourage them to feel proud of their achievements.

In group times we talk about what we have enjoyed.

In group times we talk about our feelings and plan activities to help children name and recognise them.

We include planned activities to allow children to develop self- knowledge, eg All About Me where they can explore how we look, similarities and differences.

- We teach the children about compromise – that some of us believe one thing, some of us believe something totally different, but we can all play together in the same group setting and respect each other.

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

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

Staffs should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

Promoting mutual respect and tolerance - ensuring children have the right to say 'no' and be respected for their choices; including world religions and festivals in our planning to teach children about the world in which they live; linking children's learning so they understand they are part of a much wider world; displaying posters and reading books which show world religions and cultures, blended families, disability, equality of opportunity

We teach children to be kind, helpful and respectful of others; we model how to share opinions and be respectful of others through sensitive reminders.

- We teach children about the world around them and use the seasons, weather, food, music, and special days to plan meaningful learning experiences;

- We teach children to be part of their local community and we visit the Library, shops and local attractions.

- We plan to celebrate festivals and mark special days from the world around us;

- We teach children about the world in which they live – the world on their doorstep and the wider world – through books, posters, planned activities, resources, outings and much more;

We celebrate special multicultural days from our local community and the wider world.

We use our special Comfort books, toys and displays to learn about each other's families and traditions. We invite our families in to share food, stories, music and ideas with us.

We invite parents to volunteer and tell us about Family celebrations; Birthdays, Weddings, New Babies, Christenings.

We plan to provide resources, experiences and activities that are available to all children regardless of gender or cultural background. We encourage all the children

to take part in all activities that interest them. We aim to provide a variety that reflects the diversity of the community in which we live.

A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

What is not acceptable is:

actively promoting intolerance of other faiths, cultures and races

failure to challenge gender stereotypes and routinely segregate girls and boys

isolating children from their wider community

failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Promoting British values in your setting:

Whilst endless planning and paperwork isn't needed it is important to be aware of how you already or might start to promote British values in your setting to show Ofsted should you be asked about this. These might include:

Celebrating and marking British occasions and festivals (see the list below)

Teaching children to listen to each other and wait before speaking, how to have a conversation

Kindness, helpful, respectful of others

Table manners

Learning about our heritage and history

Being polite, saying please and thank you

Listening during story and song time

Teaching empathy and understanding

Appropriate behaviour and learning right from wrong

Taking turns and sharing

Learning British weather and seasons

Being part of local community through outings and partnerships with local schools, nurseries etc

Making friends and friendship

Tolerating others and mutual respect

Cooking, eating and learning about traditional British food

Celebrating British authors and illustrators

British Festivals and Celebrations

Below are some of the festivals, celebrations and special dates we celebrate in Britain and are great to share with young children by doing activities with them to mark the occasion.

Burns Night

Valentines Day

Shrove Tuesday / Pancake Day

St David's Day (Wales)

St Piran's Day

St Patrick's Day (N. Ireland)

Mother's Day

Lent

April Fools Day

Easter Weekend

St George's Day (England)

Fathers Day

Queens Birthday
Summer Solstice
Wimbledon
Notting Hill Carnival
Halloween
Bonfire Night
Remembrance Day
Harvest Festival
St Andrew's Day (Scotland)
Christmas Day
Boxing Day



We take turns and share ...
 During conversations.
 When we are reading in a group.
 When standing in a queue.
 When we go on outings.
 During our games with friends.

We practice our table manners ...
 We eat with our mouths closed.
 We empty our mouths before talking.
 We use cutlery and napkins.
 We help tidy up after meals.

We are part of our local community and we visit ...
 The library and art gallery.
 Shops and garden centres.
 Friends' houses.
 Toddler groups.



Our British Values

We are polite ...
 We say please and thank you.
 We respect our toys.
 We help our friends to tidy up.

We learn about the British seasons ...
 Winter – January, February & March
 Spring – April, May & June
 Summer – July, August & September
 Autumn – October, November & December

We are kind and gentle ...
 We follow our behaviour goals which we have written together.
 We use quiet voices in the house.

We eat British foods ...
 Roast dinner
 Seasonal fresh fruit
 Vegetables from the garden
 Haggis, neeps and tatties
 Fish, chips and peas

We learn about the world around us ...
 We mark special multicultural days from our local community and the wider world.
 We use our 'we are all special' photo album, books, toys and displays to learn about people from other cultures and religions.
 We learn to respect people with disabilities.

We are learning to listen ...
 We wait for our friends to finish speaking before we speak.
 We do not shout out in groups.
 We enjoy listening to music.

We listen to British music ...
 The Beatles & Elton John
 Andrew Lloyd Webber
 Freddie Mercury
 Royal Philharmonic Orchestra
 Michael Ball
 Justin Fletcher
 Welsh Male Voice Choir

We learn about British artists and sculptors ...
 Barbara Hepworth
 Bridget Riley
 Quentin Blake
 Banksy
 LS Lowry & David Hockney
 Antony Gormley



10.1. Admission

Policy statement

It is my intention to make my setting accessible to children and families from all sections of the local community. I aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

Procedures

I ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.

I ensure that information about my setting is accessible, using simple plain English, in written and spoken form and, where appropriate, provided in different community languages and in other formats on request.

I arrange my waiting list in birth order. In addition, my policy may take into account: the age of the child, with priority given to children who are eligible for the funded entitlement – including eligible two year old children; the length of time on the waiting list; the vicinity of the home to the setting; whether any siblings already attend the setting; and the capacity of the setting to meet the individual needs of the child.

I offer funded places in accordance with the Code of Practice for SBC and any local conditions in place at the time.

We keep a place vacant, if this is financially viable, to accommodate an emergency admission.

My setting and its practices are welcoming and make it clear that fathers, mothers, other relations and carers are all welcome.

My setting and its practices operate in a way that encourages positive regard for and understanding of difference and ability - whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.

I support children and/or parents with disabilities to take full part in all activities within my setting.

I monitor the needs and background of children joining my setting on the Registration Form, to ensure that no accidental or unintentional discrimination is taking place.

I share and widely promote my Valuing Diversity and Promoting Equality Policy.

I consult with families about the opening times of my setting to ensure that I accommodate a broad range of families' needs.

I am 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.

Failure to comply with the terms and conditions may ultimately result in the provision of a place being withdrawn.

10.2. Parental Involvement

Policy statement

At Learning Tree Pre-school we believe that children benefit most from early years education and care when parents and settings work together in partnership.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. 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 that all parents are included.

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

The Children Act (1989) defines parental responsibility as 'all the rights, duties, powers, 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 publication Safeguarding Children.)

Procedures

We have a means to ensure all parents are included - that may mean we have different strategies for involving fathers, or parents who work or live apart from their children.

We consult with all parents to find out what works best for them.

We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.

We inform all parents about how the setting is run and its policies, through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.

We encourage and support parents to play an active part in the setting.

We inform all parents on a regular basis about their children's progress.

We involve parents in the shared record keeping about their children - both formally or informally – and ensure parents have access to their children's written developmental records.

We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.

We inform parents about relevant events and meetings.

We consult with parents about the times of meetings to avoid excluding anyone.

We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.

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 inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents have access to our written complaints procedure.

We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

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

Admissions Policy.

Complaints procedure.

Record of complaints.

Developmental records of children.

10.3. Children's records

Policy statement

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

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

Procedures

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

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

Developmental records

These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.

These are usually kept in [state location] and can be accessed, and contributed to, by [our staff/me], the child and the child's parents.

Personal records

These may include the following (as applicable):

Personal details – including the child's registration form and any consent forms.

Contractual matters – including a copy of the signed parent contract, the child's days and times of attendance, a record of the child's fees, any fee reminders or records of disputes about fees.

Child's development, health and well-being – including a summary only of the child's EYFS profile report, a record of discussions about every day matters about the child's development health and well-bring with the parent.

Early Support – including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs an SEN action plan) and records of any meetings held.

Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, an Education, Health and Care Plan and any information regarding a Looked After Child.

Correspondence and Reports – including a copy of the child's 2 Year Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.

These confidential records are stored in a lockable file or cabinet, which is always locked when not in use and which [our manager keeps/I keep] secure in an office or other suitably safe place.

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

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

We may be required to hand children's personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a S11 audit, as long as authorisation is seen. We ensure that children's personal files are not handed over to anyone else to look at.

Parents have access, in accordance with our Privacy Notice, Confidentiality and 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.

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

We retain children's records for three years after they have left the setting; except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place.

Archiving children's files

When a child leaves our setting, We remove all paper documents from the child's personal file and place them in a robust envelope, with the child's name and date of birth on the front and the date they left. We seal this and place it in an archive box, stored in a safe place (i.e. a locked cabinet) for three years. After three years it is destroyed.

If data is kept electronically it is encrypted and stored as above.

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

We store financial information according to our finance procedures.

Other records

We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.

Students on Pre-school Learning Alliance or other recognised qualifications and training, when they are observing in the setting, are advised of our Confidentiality and Client Access to Records Policy and are required to respect it.

10.4. Providers records

Policy statement

We keep records and documentation for the purpose of maintaining my business. These include:

Records pertaining to my 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 my staff including their name, home address and telephone number.

Names, addresses and telephone numbers of anyone else who is regularly in unsupervised contact with the children.

I consider my records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained with regard to the framework of the General Data Protection Regulations (2018), further details are given in our Privacy Notice and the Human Rights Act (1998).

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

Procedures

All records are my responsibility and I ensure they are kept securely.

All my records are kept in an orderly way in files and filing is kept up-to-date.

My financial records are kept up-to-date for audit purposes.

I maintain health and safety records; these include risk assessments, details of checks or inspections and guidance etc.

My Ofsted registration certificate is displayed.

My Public Liability insurance certificate is displayed.

All my employment and staff records are kept securely and confidentially.

I notify Ofsted of any:

change in the address of my premises;

change to my premises which may affect the space available to me or the quality of childcare I provide;

change to [the name and address of our registered provider, or the provider's contact information/my name, address or contact information];

change to the person managing my provision];

significant event which is likely to affect my suitability to look after children; or

other event as detailed in the *Statutory Framework for the Early Years Foundation Stage* (DfE 2017).

10.5. Transfer of children's records to school

Policy statement

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

We prepare children for these transitions and involve parents and the receiving setting or school in this process. We prepare records about a child's development and learning in the Early Years Foundation Stage in my setting; in order to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board.

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting. Prior to transferring information, we will establish the lawful basis for doing so (see our Privacy Notice).

Procedures

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

Using the *Early Years Outcomes* (DfE 2013) guidance and our assessment of children's development and learning, [the key person] will prepare a summary of achievements in the seven areas of learning and development.

The record refers to:

any additional language spoken by the child and his or her progress in both languages;

any additional needs that have been identified or addressed by my setting;

any special needs or disability, whether a CAF was raised in respect of special needs or disability, whether there is an Education, Health and Care Plan, and the name of the lead professional.

The record contains a summary by the key person and a summary of the parent's view of the child.

The document may be accompanied by other evidence, such as photos or drawings that the child has made.

When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.

If there have been any welfare or protection concerns, we place a star on the front of the assessment record.

Transfer of confidential information

The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in my setting and what was done about them.

I will make a summary of the concerns to send to the receiving setting or school, along with the date of the last professional meeting or case conference. Some Local

Safeguarding Children Boards will stipulate the forms to be used and provide these for us to use.

Where a CAF has been raised in respect of any welfare concerns, we will pass the name and contact details of the lead professional on to the receiving setting or school.

Where there has been an s47 investigation regarding a child protection concern, we will pass the name and contact details of the child's social worker on to the receiving setting or school – regardless of the outcome of the investigation.

We post or take the information to the school or setting, ensuring it is addressed to the setting or school's designated person for child protection and marked as 'confidential'.

We do not pass any other documentation from the child's personal file to the receiving setting or school.

Legal framework

General Data Protection Regulations (GDPR) (2018)

Freedom of Information Act (2000)

Human Rights Act (1998)

Children Act (1989)

Further guidance

What to do if you're worried a child is being abused: Advice for practitioners (HM Government 2015)

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

10.6. Confidentiality and client access to records

Policy statement

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

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

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

Confidentiality procedures

Most things that happen between the family, the child and the setting are confidential to our setting. In exceptional circumstances information is shared, for example with other professionals or possibly social care or the police.

Information shared with other agencies is done in line with our Information Sharing Policy.

We always check whether parents regard the information they share with us to be confidential or not.

Some parents may share information about themselves with other parents as well as with our staff ; we cannot be held responsible if information is shared by those parents whom the person has 'confided' in.

Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it. We are not responsible should that confidentiality be breached by participants.

We inform parents when we need to record confidential information beyond the general personal information we keep (see our Children's Records Policy and Privacy Notice) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.

We keep all records securely (see our Children's Records Policy and Privacy Notice).

Information is kept in a manual file, or electronically. Our staff may also use a computer to type reports, or letters. Where this is the case, the typed document is deleted from the PC and only the hard copy kept.

Where it is helpful to keep an electronic copy, we download it onto a disc, labelled with the child's name and kept securely in the child's file. [No documents are kept on the hard drive. This is because the settings' PC's do not have facilities for confidential user folders.]

Our staff discuss children's general progress and well being together in meetings, but more sensitive information is restricted to our manager and the child's key person, and is shared with other staff on a need to know basis.]

We do not discuss children with [staff who are not involved in the child's care, nor with] other parents or anyone else outside of the setting.

Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.

Where third parties share information about an individual our practitioners and managers check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.

Client access to records procedures

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

The parent is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that our setting has compiled on them.

Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the manager].

We acknowledge the request in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.

Our written acknowledgement allows 40 working days for the file to be made ready.

A fee may be charged for repeated requests, or where a request requires excessive administration to fulfil.

We may seek legal advice before sharing a file.]

Our managers ensure that all documents have been filed correctly, that entries are in date order and that there are no missing pages. They note any information, entry or correspondence or other document which mentions a third party.

We write to each of those individuals explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is.

They are asked to reply in writing to our manager giving or refusing consent for disclosure of that material.

We keep copies of these letters and their replies on the child's file.

'Third parties' include each family member noted on the file; so where there are separate entries pertaining to each parent, step parent, grandparent etc. We write to each of them to request third party consent.

Third parties also include workers from any other agency, including children's social care and the health authority for example. Agencies will normally refuse consent to share information, preferring instead for the parent to be redirected to those agencies for a request to see their file held by that agency.

Members of our staff should also be written to, but we reserve the right under the legislation to override a refusal for consent or to just delete the name of the staff member and not the information. We may grant refusal if the member of staff has provided information that could be considered 'sensitive' and the staff member may be in danger if that information is disclosed; or if that information is the basis of a

police investigation. However, if the information is not sensitive, then it is not in our interest to withhold that information from a parent. In each case this should be discussed with members of staff and decisions recorded.

When we have received all the consents/refusals our manager takes a photocopy of the complete file. On the copy of the file, our manager removes any information that a third party has refused consent for us to disclose and blank out any references to the third party, and any information they have added to the file, using a thick marker pen.

The copy file is then checked by the manager and legal advisors to verify that the file has been prepared appropriately.

What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.

We photocopy the 'clean copy' again and collate it for the parent to see.

Our manager informs the parent that the file is now ready and invite[s] him/ her to make an appointment to view it.

Our manager meet with the parent to go through the file, explaining the process as well as what the content of the file records about the child and the work that has been done. Only the person(s) with parental responsibility can attend that meeting, or the parent's legal representative or interpreter.

The parent may take a copy of the prepared file away; but, to ensure it is properly explained to and understood by the parent, we never hand it over without discussion. It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. Our recording procedures and guidelines ensure that the material reflects an accurate and non-judgemental account of the work we have done with the family.

If a parent feels aggrieved about any entry in the file, or the resulting outcome, then we] refer the parent to our complaints procedure.

The law requires that the information we hold must be held for a legitimate reason and must be accurate (see our Privacy Notice). If a parent says that the information we hold is inaccurate, then the parent has a right to request for it to be changed.

However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent, we] retain the right not to change that entry, but we can record the parent's view of the matter. In most cases, we would have given a parent the opportunity at the time to state their side of the matter, and it would have been recorded there and then.

If there are any controversial aspects of the content of a child's file, we must seek legal advice. This might be where there is a court case between parents, where social care or the police may be considering legal action, or where a case has already completed and an appeal process is underway.

We never 'under-record' for fear of the parent seeing, nor do we make 'personal notes' elsewhere.

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

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

Legal framework

General Data Protection Regulations (GDPR) (2018)

Human Rights Act (1998)

Further guidance

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

10.7. Information sharing

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

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

Policy statement

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

We record and share information about children and their families (data subjects) in line with the six principles of the General Data Protection Regulations (GDPR) (2018) which are further explained in our Privacy Notice that is given to parents at the point of registration. The six principles state that personal data must be:

- Processed fairly, lawfully and in a transparent manner in relation to the data subject.
- Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
- Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
- Accurate and where necessary, kept up to date.
- Kept in a form that permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed.
- Processed in a way that ensures appropriate security of the personal data including protection against accidental loss, destruction or damage, using appropriate technical or organisational measures

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

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

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

The three critical criteria are:

Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.

Where there is reasonable cause to believe that a child may be suffering, or is at risk of suffering, significant harm.

To prevent significant harm arising to children and young people or adults, including the prevention, detection and prosecution of serious crime.

Procedures

Our procedure is based on the GDPR principles as listed above and the seven golden rules for sharing information in the Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. We also follow the guidance on information sharing from the Local Safeguarding Children Board.

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

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

Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their consent, unless it is unsafe or if I have a legal obligation to do so. A Privacy Notice is given to parents at the point of registration to explain this further.

In our setting we ensure parents:

Receive a copy of our Privacy Notice and information about our Information Sharing Policy when starting their child in the setting and that they sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;

have information about our Safeguarding Children and Child Protection Policy; and
have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.

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

Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the child's file.

Our manager routinely seeks advice and support from their line manager about significant harm.

Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager or deputy, as designated

person, who will contact children's social care for advice where they have doubts or are unsure.

Our manager seeks advice if they need to share information without consent to disclose.

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

We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation.

Our guidelines for consent are part of this procedure.

Our manager is conversant with this and she is able to advise staff accordingly.

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

In our setting we :

record concerns and discuss these with our designated person and/or designated officer from the management team for child protection matters;

record decisions made and the reasons why information will be shared and to whom; and

follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.

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

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

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

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

Consent

When parents choose our setting for their child, they will share information about themselves and their families. This information is regarded as confidential. Parents

have a right to be informed that we will seek their consent to share information in most cases, as well as the kinds of circumstances when we may not seek their consent, or may override their refusal to give consent. We inform them as follows:

Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.

We may cover this verbally when the child starts or include this in our prospectus. Parents sign our Registration Form at registration to confirm that they understand this.

We ask parents to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.

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

Is there a legitimate purpose to us sharing the information?

Does the information enable the person to be identified?

Is the information confidential?

If the information is confidential, do we have consent to share?

Is there a statutory duty or court order requiring us to share the information?

If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?

If the decision is to share, are we sharing the right information in the right way?

Have we properly recorded our decision?

Consent must be freely given and *informed* - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information as detailed in the Privacy Notice.

Consent may be *explicit*, verbally but preferably in writing, or *implicit*, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.

Consent can be withdrawn at any time.

We explain our Information Sharing Policy to parents.

Separated parents

Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, we will consider this carefully.

Where the child is looked after, we may also need to consult the Local Authority, as 'corporate parent' before information is shared.

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

Legal framework

General Data Protection Regulations (GDPR) (2018)

Human Rights Act (1998)

Further guidance

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

What to do if you're worried a child is being abused: Advice for practitioners (HM Government 2015)

Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government 2015)

10.8. Working in partnership with other agencies

Policy statement

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

Procedures

We work in partnership, or in tandem, with local and national agencies to promote the well-being of children.

We have procedures in place for the sharing of information about children and families with other agencies. These are set out in our Privacy Notice, Information Sharing Policy, Safeguarding Children and Child Protection Policy and the Supporting Children with Special Educational Needs Policy.

Information shared by other agencies with us is regarded as third party information.

This is also kept in confidence and not shared without consent from that agency.

When working in partnership with staff from other agencies, We make those individuals welcome in our setting and respect their professional roles.

We follow the protocols for working with agencies, for example on child protection.

We ensure that staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.

Our staff do not casually share information or seek informal advice about any named child/family.

When necessary, We consult with and signpost to local and national agencies who offer a wealth of advice and information that help us to develop our understanding of the issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

10.9. Making a complaint

Policy statement

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

Procedures

All settings are required to keep a written record of any complaints that reach stage two and above, and their outcome. This is to be made available to parents, as well as to Ofsted inspectors on request. A full procedure is set out in the Pre-school Learning Alliance publication Complaint Investigation Record (2012) which acts as the 'summary log' for this purpose.

Making a complaint

Stage 1

Any parent who has a concern about an aspect of my setting's provision talks over his/her concerns me first of all.

Most complaints should be resolved amicably and informally at this stage.

We record the issue, and how it was resolved, in the child's file.

Stage 2

If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing. For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the Complaint Investigation Record; the form may be completed me and signed by the parent.

My setting stores all information relating to written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, I may wish to store all information relating to the investigation in a separate file designated for this complaint.

When the investigation into the complaint is completed, I meet with the parent to discuss the outcome.

I inform parents of the outcome of the investigation within 28 days of him/her making the complaint.

When the complaint is resolved at this stage, I log the summative points in my Complaint Investigation Record, which is made available to Ofsted on request.

Stage 3

If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with me. The parent may have a friend or partner present if they prefer and I should have the support of my deputy manager.

An agreed written record of the discussion is made, as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.

This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, I log the summative points in my Complaint Investigation Record.

Stage 4

If at the stage three meeting the parent cannot reach agreement with me, I invite an external mediator 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 us 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 or SBC are appropriate persons to be invited to act as mediators.

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

Stage 5

When the mediator has concluded her/his investigations, a final meeting between the parent and myself 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), the Local

Safeguarding Children Board and the Information Commissioner's Office

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

Parents can complain to Ofsted by telephone or in writing at:

Ofsted National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD
Tel: 0300 123 1231

These details are displayed on [our setting's/my] notice board.

If a child appears to be at risk, we follow the procedures of the Local Safeguarding Children Board.

In these cases, both the parent and I work with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

The Information Commissioner's Office (ICO) can be contacted if you have made a complaint about the way your data is being handled and remain dissatisfied after raising your concern with us. For further information about how we handle your data, please refer to the Privacy Notice given to you when you registered your child at our setting. The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk

Records

A record of complaints in relation to my setting, or the children or the adults working in my setting, is kept for at least three years; including the date, the circumstances of the complaint and how the complaint was managed.

The outcome of all complaints is recorded in my Complaint Investigation Record, which is available for parents and Ofsted inspectors to view on request.