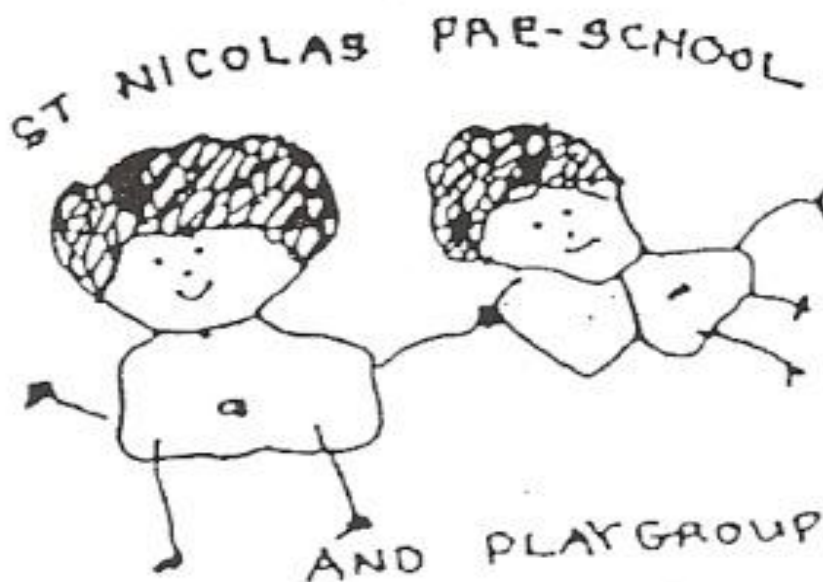


St Nicolas  
Pre-school &  
Playgroup  
Policies

June 18

2018



Review  
Date  
June  
19

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# St. Nicolas Pre-school & Playgroup

(Registered Charity No. 284755)  
Boxhill Walk, Abingdon, OX14 1HB

## 1) Admissions Policy

It is our intention to make our pre-school and playgroup as accessible as possible, taking into consideration the partnership with St Nicolas Primary School. All children and their families will be welcome, regardless of gender, sexuality, disability, ethnic origin, religion or belief.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.3 The learning environment 3.4 The wider context	

### REGISTRATION

Children can be registered from the beginning of the term their second birthday falls, i.e.

Born:

1 <sup>st</sup> Sept - 31 <sup>st</sup> Dec	(Autumn band)	Register from 1 <sup>st</sup> Sept
1 <sup>st</sup> Jan - 31 <sup>st</sup> Mar	(Spring band)	Register from 1 <sup>st</sup> Jan
1 <sup>st</sup> Apr - 31 <sup>st</sup> Aug	(Summer band)	Register from 1 <sup>st</sup> Apr

***Closing date for applications will be 1<sup>st</sup> February before your child is due to start in the September. If your application is received after that date then you will join the reserve waiting list.***

### START DATE AND SESSIONS OFFERED

We aim to start children in the **September following their third birthday**. At present the Local Authorities offer 15 funded hours (universal offer) per week to three and four year olds. From September 2017, eligible families will be offered up to 30 funded hours (extended offer) per week. Anything above your funded hours will attract an additional charge. You will be asked to submit a request regarding which sessions you wish your child to attend. Each funded session lasts for three hours up to a maximum of 2x3 hour funded hours per day (set times). The maximum amount of hours available per week per child is 32.5 hours per week term time only. Options offered are:

Mornings 8.45-11.45am

Afternoons 12.15-3.15pm

Full Day 8.45-2.45pm

Extended Day 8.45-3.15pm (a small additional charge automatically applies)

Lunch club can be added on to either morning or afternoon sessions (11.45-12.15pm)

Additional ad hoc days by request and subject to availability

We will do our best to accommodate all parental requests but cannot be guaranteed.

We request that a minimum of three sessions (9 hours) per week are taken per child unless in exceptional circumstances.

### ALLOCATION OF PLACES

The first offers of allocation of places for the main September intake will take place on or around 10<sup>th</sup> February each year, with priority given according to our intake criteria listed below. Any applications for the September intake that are received after the closing date of 1<sup>st</sup> February will be put onto the



# St. Nicolas Pre-school & Playgroup

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reserve waiting list. Any places remaining after the first allocation will continue to be offered to those still on the main waiting list (according to our intake criteria) until all places are taken. If any places still remain after the main waiting list is exhausted, places will be offered to those on the reserve waiting list (according to our intake criteria).

Our intake criteria is prioritised as follows:

- 1) Children with an Educational Health Care Plan that names the pre-school as part of this plan.
- 2) Looked After Children for whom there is an agreement between a designated officer of the LEA that the pre-school will more appropriately meet the child's needs than the child's catchment pre-school.
- 3) Children who have Learning Difficulties and Disabilities who need to be admitted to an accessible school.
- 4) Children of current staff of the pre-school or St. Nicolas Foundation Stage.
- 5) A sibling currently at St Nicolas pre-school or at St Nicolas Primary School and living within the St Nicolas Primary School catchment area.
- 6) Applicants who live within the St Nicolas Primary School catchment area.
- 7) A sibling currently at St Nicolas pre-school or at St Nicolas Primary School and living outside the catchment area.
- 8) Applicants who live out of catchment.

Places will be allocated using the above priority criteria to those who live the closest distance to the school first, irrespective of when the application is made.

## 'RISING THREE' PLACES: AUTUMN/SPRING/SUMMER

If there are still places available after offering to all the children on our main and reserve waiting lists, we may offer sessions to children on the waiting list for a January intake for children who turn 3 between September and December (called January 'rising three' places). Please note however - any January 'rising three' places will be allocated **to those who turn three in the autumn term and** allocated according to our prioritising intake criteria above. In the unlikely event that there are places available in the Summer term, and with the joint agreement of the Manager and the waiting list secretary, **children who have already been allocated a September place may be offered an earlier start in the Summer term, subject to availability and using the priority of eldest first within the intake.**

Please note that we reserve the right to limit our intake according to the needs of the cohort and not the number of places available.

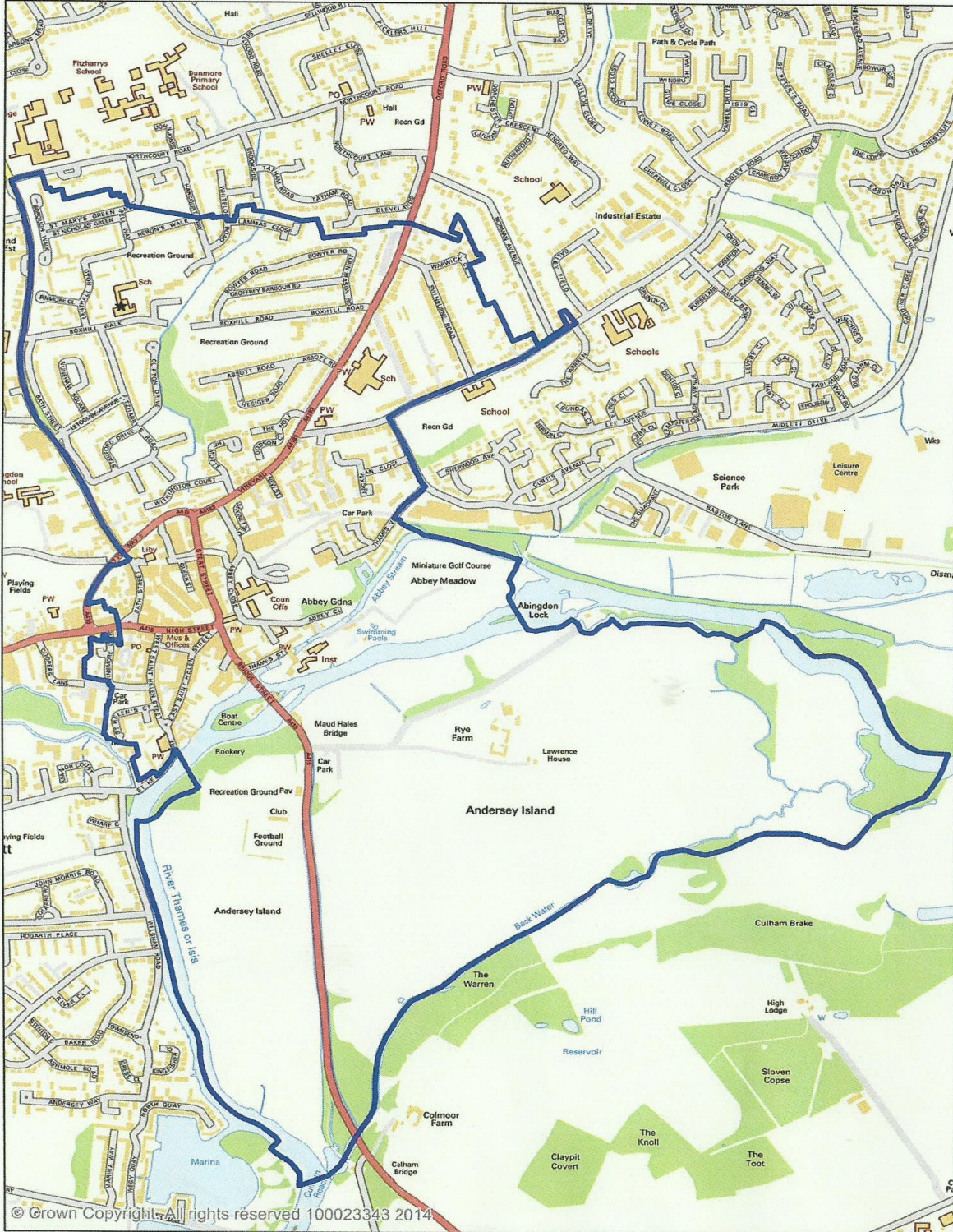
This policy was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary)      Date \_\_\_\_\_

Location and Designated Area of St Nicolas' Church of England Primary School, Abingdon





# St. Nicolas Pre-school & Playgroup

(Registered Charity No. 284755)  
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## 2) Adult Health & Safety Policy

Staff at St. Nicolas Pre-School are given the following guidance, to ensure their own health & safety and that of others.

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.3 Keeping safe 1.4 Health and well-being		3.3 The Learning Environment	

### LONE WORKING

Where it is unavoidable for a member of staff to be working alone in the pre-school building (outside of session hours) the following advice should be adhered to:

- Make sure that somebody knows where you are (choose a contact person -family member, friend etc.) Let them know your plans, including the time you intend to return home, and make sure they have contact numbers for Supervisor and Chairperson in case of emergency. Any concerns should be relayed to the Supervisor or Chairperson in the first instance.
- If you need to reach higher than arm's length, use a stepladder - do not stand on a piece of furniture (e.g. chair) which may be unstable.
- Lock the entrance door once you are alone and make sure it is locked when you leave.
- Mobile phone should be switched on so you can be contacted easily.
- For heavy equipment needing to be moved from garden or building, a two wheeled trolley is available in the shed.

### MANUAL HANDLING

St. Nicolas Pre-school follows the guidance given by Oxfordshire County Council to all Learning and Culture Establishments entitled: **Health & Safety Procedures - Manual Handling Safety** (see attached). This will be included in the staff induction pack which they receive in their first week. Staff will be asked to sign a form to confirm their understanding of procedures and how to minimise risk.

### JEWELLERY

- Jewellery should be kept to a minimum (no large earrings or rings)
- Necklaces should be tucked inside clothing to avoid injury.

### PARKING

Staff should park in safe, well lit areas, avoiding blocking driveways or other vehicles.

This policy was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary)      Date \_\_\_\_\_

## 3) Anti Bullying Policy & Practice

### BULLYING IN THE EARLY YEARS (3 & 4 YEAR OLDS)

#### WHAT IS BULLYING?

Children go through various stages as they learn to feel empathy for others. During this time, they can be cruel without really understanding what they are doing. Unfortunately some children can deliberately and systematically be cruel to another child. This will be recognised as bullying. All young children probably bully once in a while (e.g. brothers and sisters.) This may be being intent on getting what they want or that they bowl someone over in their way. Victims are often described as sensitive, gentle, intelligent children who are not used to conflict. When they come across a bully they do not know what to do. The strategies used in St. Nicolas Pre-school will focus on children who deliberately set out to cause distress to another child.

#### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.3 Keeping Safe	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting Learning 2.4 Key Person	3.2 Supporting every child	

- All adults at St. Nicolas Pre-school will make it clear that bullying is unacceptable. Children have the right and obligation to tell an adult if they are being bullied or they see bullying taking place. (Bullies depend on a code of silence: don't tell anyone, preventing a child from telling.)
- Staff and Committee will set a good example by talking politely to other adults and children.
- The adults in the group will respond and take action when they are told. Children must feel confident that they will get a sympathetic and helpful response if they do tell, learning that speaking out will make things better.
- Bullies may also be a victim. This will be investigated by staff.
- Ensure all areas of Pre-school are monitored, including outside areas and playhouses.
- Use stories and activities to reinforce the anti-bullying message.
- Children are encouraged to be kind to one another and to use positive and kind words
- Give stickers to children who are seen as kind, showing that being kind will be recognised.
- Work with parents of victim and bully to find the best ways to help, e.g. Behaviour Plan and rewarding good behaviour.
- Helping children to stop any habits which might be contributing to their being bullied, such as picking their nose or grabbing toys from others.
- If a child continues to be bullied, it may be that counselling would help. Like the bully, chronic victims and their families may need some professional guidance to prevent the child from becoming a lifelong victim or bully.
- Involve children in decisions at appropriate level such as planning Pre-school promises.

ALL INFORMATION WILL BE KEPT CONFIDENTIAL AT ALL TIMES



# St. Nicolas Pre-school & Playgroup

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This policy (**Anti Bullying Policy and Practice**) was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary)      Date \_\_\_\_\_



## 4) Behaviour Management Policy & Procedure

Children and adults are at their best when they play and work in an organised environment. Children need to play and learn freely without insecurities from their surroundings. We would like to work towards an atmosphere of mutual respect and understanding. Children benefit most where adults adopt a consistent and positive approach to the management of their behaviour.

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.2 Inclusive practice	2.4 Key person	3.2 Supporting every child	4.3 Creativity and critical thinking

- Corporal punishment is not used or threatened at St. Nicolas Pre-school.
- The named practitioner responsible for behaviour management issues is Gaynor Hunter.
- All adults will try to be positive role models by their behaviour towards the children, each other and all parents/carers and will praise and endorse desirable behaviour at all times.
- Pre-school promises of behaviour will be consistently applied and no form of physical punishment or humiliation will ever be used. No child will ever be shouted at or be made to feel threatened. An adult may need to raise their voice to regain control of a situation. Methods we use to manage behaviour are for example, distraction, discussion, praise and reward.
- Misbehaviour will be dealt with by methods suited to each child's developmental stage and understanding or special needs.
- Children will not be sent out of the room alone. It will be made clear that it is the behaviour that is not welcome and not the child.
- Children will receive 1:1 adult attention where necessary to resolve any problems and therefore deter bad behaviour.
- Pre-school and Playgroup will work with parents/carers and may use additional types of observations to help understand the causes of persistent misbehaviour, and to agree an appropriate action plan. The supervisor or key person will inform parents confidentially through an informal meeting.
- All adults in the Pre-school will help the children to challenge bullying behaviour appropriately. (Please see our separate policy regarding bullying)
- Training and support for staff is available through supervisor and local Early Years team.
- Occasionally it will be necessary to use physical intervention to manage a child's behaviour to prevent injury to a child or adult. This will be recorded in the physical intervention book. The incident will be discussed with the parent who will be asked to sign the book on collecting their child.
- Garden rules are displayed for all adults to adhere to, enabling them to support the children.

### STRATEGIES FOR ENCOURAGING APPROPRIATE BEHAVIOUR TO CREATE A CLIMATE FOR LEARNING

- **Distraction** is used to divert inappropriate behaviour.
- **Non-verbal messages** - the look, moving closer to the pupil, visual prompts e.g. finger to lips.
- **Pointing out behaviour of others who are behaving appropriately** - *thank you for listening* etc. Ensure child understands it is the behaviour that is unwanted and not the child.

- **Reward for following the class promises** - verbal praise or acknowledgement e.g. *you have put the pencils away, well done*. Stickers, certificates and the thoughtful tree are used as a reward, individually or as a group. Taking home the class cuddly toy (Beat baby) when they have achieved something they might have found difficult, e.g. sitting still.
- **Tactical or planned ignoring** - the staff decide not to notice a specific child's behaviour. This is part of a planned method of dealing with a child's behaviour. The behaviour will be discussed with the child at an appropriate time.
- **Description of reality** - a simple statement of fact describing the inappropriate e.g. *Mark, you're talking*. This is a calm statement of what is happening and will often end the behaviour there and then.
- **Simple direction** - clear statement of required behaviour. *Jane, turn round, thank you*. The use of thank you rather than please is a subtle way of showing expected compliance.
- **Promise reminder** - restate group promises.
- **Question and feedback** - asking a prompt question to show you have noticed inappropriate behaviour. *What is happening here?* This can be sufficient to alert the children to the fact that you have noticed the behaviour and it will probably stop.
- **Blocking or assertive statement** - where a child does not immediately comply with the lower level interventions it may be necessary to insist firmly on what is required. You can use a broken record technique where you repeat the instruction until the child does comply, or, if there is resistance or argument, acknowledge the child's point of view but reiterate your instructions.
- **Child explains options** - child is asked what they are doing and given a chance to explain why this is inappropriate. They then explain what would happen if they continue and what other options they could take.
- **Choice and consequence explained** - enable pupil to take responsibility for his/her actions. *"Guy I have asked you to move away from Adam. If you continue to sit there you are choosing to spend time sitting on your own for time out"*
- **Give the child a choice within what you would like them to do** - for example if a child doesn't want to be changed out of wet/dirty clothes *"would you like me or [staff member] to change you?"* *"Would you like to wear the blue t-shirt or the white one?"*

## DUTY OF CARE TO STAFF/CHILDREN IN SETTING

Whilst we endeavour to tackle challenging behaviour in a positive manner as laid out above, safeguarding remains our priority - which includes our duty of care to all members of staff and the children who attend our setting. We reserve the right to temporarily exclude or send home children following any serious incident(s) of verbal abuse or physical assault towards any staff member or another child. We will focus on achieving positive behaviour using the strategies above - parents/carers will be given advice on how we are working towards this, and we will ask for their support and input in achieving this. When more serious and/or persistent incidents occur towards staff/children and our behaviour strategies are not having any effect, we reserve the right to ask that the child is collected during the session and/or temporarily excluded with immediate effect to safeguard other children and staff. We have a zero tolerance policy towards any parent/carer who abuse or assault staff and the adult may be temporarily or permanently excluded from the premises depending on the severity of the incident - no child will be excluded due to an adult's behaviour, but in extreme cases it may be requested that their child is brought into preschool by another adult.



# St. Nicolas Pre-school & Playgroup

(Registered Charity No. 284755)  
Boxhill Walk, Abingdon, OX14 1HB

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This policy was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary)      Date \_\_\_\_\_



# St. Nicolas Pre-school & Playgroup

(Registered Charity No. 284755)  
Boxhill Walk, Abingdon, OX14 1HB

## 5) Complaints Policy & Procedures

**(NB see Staffing, Employment & Recruitment policy for internal grievances)**

As a member of the Pre-school Learning Alliance and a registered provider with Ofsted Early Years we aim to provide a high standard of education and care for the children in our Pre-school & Playgroup. We always offer a welcome to each individual child and their family. We always offer a safe and caring environment in which children can learn and develop as they play.

We believe that all parents are entitled to politeness and prompt attention to their needs and wishes. Our wish is that we work in a partnership with parents/carers and the community in general and are always open to suggestions on improving our group.

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.2 Inclusive practice	2.1 Respecting each other	3.4 The wider context	

### STATEMENT OF COMPLAINT ON REGISTERED PERSON

All parents/carers are informed of procedures on complaints on registered person by: -

- Group information brochure.
- Display of OFSTED address on foyer notice board.
- Telephone number & address on pre-meeting information parent sheet.
- Statement & procedure document with group policies on display in foyer.

Parents have the right to contact OFSTED with a complaint at any time - see address & number below.

### PROCEDURES - MAKING CONCERNS KNOWN

- We believe that most complaints are made constructively and can be dealt with at an early stage. We also believe that it is in the best interest of the Preschool and parent/carer that complaints should be taken seriously and dealt with fairly and in a confidential way.
- A parent/carer or staff member who is uneasy about anything within the group sessions should be able to talk to the session supervisor in confidence.
- If this does not have the satisfactory result within a few weeks, or the problem recurs the parent/carer or staff member should put their concerns in writing to the chairperson requesting a meeting (both parties can have another person present at this meeting).
- Any written complaints will be replied to as quickly as possible but within 28 days at the latest. A record of the complaint and the reply will be kept on the pre-school premises within a folder in the office.
- If complaint remains unresolved parents will be given the opportunity to meet with the committee. Parents may bring a person of their choice for support and to witness procedures.
- If complaint remains unresolved the committee representative guides parent/carers in the direction of OFSTED.
- Ofsted will be informed of any allegations of serious harm or abuse. Ofsted will also be notified of the action taken within 14 days.



# St. Nicolas Pre-school & Playgroup

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Boxhill Walk, Abingdon, OX14 1HB

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- A complaints folder is available for inspection.

Ofsted Contact Number: 0300 123 1231

Email: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

Postal Address:

Ofsted

Picadilly Gate

Store Street

Manchester

M1 2WD

This policy (**Complaints Policy & Procedures**) was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary)      Date \_\_\_\_\_



# St. Nicolas Pre-school & Playgroup

(Registered Charity No. 284755)  
Boxhill Walk, Abingdon, OX14 1HB

## 6) Confidentiality Policy & Procedures

St Nicolas Pre-school & Playgroup's work will sometimes bring us into contact with confidential information. All staff and committee members are required to sign a confidentiality agreement. All those who use or work either paid or voluntary in our setting will respect confidentiality.

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	

Parents/carers will have access to the files and records of their children. All children's records will be kept according to our data protection policy. After their time at pre-school information is kept securely locked for the required time (according to our data protection policy and audit) and then shredded. Photographs and assessments on USB memory sticks, tablets or laptops are password protected.

All staff and children's records will be held in a locked filing cabinet.

Staff will not discuss individual children, other than for purpose of the curriculum planning / group management, with people other than the parents / carers of that child or chairperson.

Information given by parents / carers to a member of staff or committee will not be passed on to other adults without permission from the parent / carer involved with the exception of safeguarding issues.

Issues to do with the employment of staff, whether paid or voluntary will remain confidential to the people directly involved with making personnel decisions.

Any anxieties / evidence relating to a child's personal safety will be kept in a confidential file and will not be shared within the group except with the relevant staff, e.g. the child's key person/ Pre-school Manager and the Chairperson.

Students on Pre-school Learning Alliance or other recognised courses observing in the Pre-school will be advised of our student confidentiality policy and required to respect it at all times.

**All the undertakings above are subject to the paramount commitment of the Pre-school & Playgroup, which is to the safety and well-being of the child.**

### References:

Please also see our policy on child protection.

Please see our Data Protection and Photographs policy.



# St. Nicolas Pre-school & Playgroup

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Boxhill Walk, Abingdon, OX14 1HB

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This policy (**Confidentiality Policy & Procedures**) was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary)      Date \_\_\_\_\_

## 7) Curriculum Policy & Practice

The Pre-School is in Partnership with St Nicolas School and shared curriculum planning features in the Partnership Agreement. This is manifest in the regular staff meetings between Gaynor Hunter (Pre-school Manager) and Suzie Pocock (Head of the Foundation Stage Unit at St Nicolas.)

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.1 Child development 1.2 Inclusive practice	2.2 Parents as partners	3.1 Observation, assessment and planning 3.2 Supporting every child 3.3 The learning environment	4.4 Areas of learning and development

- The definition of *CURRICULUM GUIDANCE FOR THE FOUNDATION STAGE* is ‘everything children do, see, hear or feel in their setting, both planned and unplanned’.
- We follow the guidance of the *Early Years Foundation Curriculum 2017*.
- At St Nicolas Preschool and Playgroup we plan our curriculum, starting the foundation stage the term after their third birthday and working towards the Early Learning Goals. We use the EYFS and an online learning journal (Tapestry) to monitor and assess children three times a year, throughout their time with us. We pass the learning journal and end of year report onto the school of their choice. The EYFS stage ends when they enter Year 1 at school and begin Key Stage 1 of the National Curriculum. Permission will be sought for profile transfers.
- Early Learning Goals underpin our long term plans, which are incorporated into the medium term (half termly) plans. The plans encourage a range of adult focused, adult initiated and child initiated activities, offering an open and changeable short term plan with opportunities for children to extend and plan their own curriculum within their interests.
- All activities are based at the stage & level of development of each child in the group. We undertake continued individual assessment and this informs next steps of planning.
- Our planned termly activities as well as our continued activities will include a full and extending range to cover all E.L.G monitoring termly.
- St Nicolas Preschool and Playgroup gives full consideration to Equal Opportunities and Inclusion when planning a balanced curriculum.



## The Seven Early Learning Goals

### *The prime areas*

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

### *The specific areas*

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

### *The prime areas;*

#### **Communication and language**

Our program supports children to develop;

**Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking:** children express themselves effectively, showing awareness of listener's needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

#### **Physical development**

Our program supports children to develop;

**Moving and handling:** children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.



# St. Nicolas Pre-school & Playgroup

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## Personal, social and emotional development

Our program supports children to develop;

**Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

## *The specific areas*

### Literacy

Our program supports children to develop;

**Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

### Mathematics

Our program supports children to develop;

**Numbers:** children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

**Shape, space and measures:** children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.



# St. Nicolas Pre-school & Playgroup

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## Understanding the world

Our program supports children to develop;

**People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

**Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

## Expressive arts and design

Our program supports children to develop;

**Exploring and using media and materials:** children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being imaginative:** children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

This policy was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary)      Date \_\_\_\_\_



# St. Nicolas Pre-school & Playgroup

(Registered Charity No. 284755)  
Boxhill Walk, Abingdon, OX14 1HB

## 8) Data Protection & Photographs Policy

### DATA PROTECTION

St Nicolas Pre-school & Playgroup work in consultation with parents /carers regarding records kept of their children and adheres to the Data Protection Act 1998 where applicable (see over) and updated General Data Protection Regulations (May 2018). Our data protection statement and data list is handed out to all parents/carers to explain how we use their data and for what legal reason.

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	

The retention period for all records is in line with the Pre-School Learning Alliance's recommendations.

### PHOTOGRAPHS

From time to time, photographs may be taken (by staff) of children during session times.

All parents/carers will be given an opt out / permission form with the understanding that any such photographs of their child(ren) will **only** be used either within St Nicolas Pre-school (e.g. a display on a wall), at Open Day, for each child's online learning journal or for a student's educational work\*.

Photographs taken at pre-school will only be taken using the pre-school camera or tablets which are password protected. They will not be used for any purpose outside of preschool.

All parents / carers reserve the right to object to any photographs or videos being taken at any point during their child's time with us and can withdraw their consent form at any time.

*\*Any photographs taken for students working on our premises will adhere to the conditions listed above, and the identity of children will be hidden before any student's work is submitted to their educational establishment.*

### STATEMENT OF INTENT

St Nicolas Preschool is required to collect personal information for its employees, trustees, children, parents, and visitors. It is also necessary to process information so that staff can be recruited and paid, activities organised and legal obligations to funding bodies. We intend to meet all the requirements of the Data Protection Act 1998 (the Act) and the General Data Protection Regulations 2018 when collecting, storing, and destroying personal data.

To comply with the law, information must be collected and used fairly, stored safely and not disclosed to any other person unlawfully. To do this, St Nicolas Preschool must comply with the Data Protection Principles which are set out in the Data Protection Act 1998. In summary these state that personal data must be:



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- obtained and processed fairly and lawfully;
- obtained for a specified and lawful purpose and not processed in any manner incompatible with that purpose; adequate, relevant, and not excessive for that purpose;
- accurate and kept up to date;
- not kept for longer than is necessary;
- processed in accordance with the data subject's rights;
- kept safe from unauthorised access, accidental loss, or destruction;
- not be transferred to a country outside the European Economic Area, unless that country has equivalent levels of protection for personal data.

All St Nicolas preschool staff and volunteers who process or use any Personal Information must ensure that they follow these principles at all times. In order to ensure that this happens, St Nicolas Preschool has adopted this Data Protection Policy.

## NOTIFICATION OF DATA HELD AND PROCESSED

All employees, trustees, parents, visitors, and other members of the public have the right to:

- know what information St Nicolas preschool holds and processes about them and why;
- know how to gain access to it;
- know how to keep it up to date;
- know what St Nicolas preschool is doing to comply with its obligations under the Act.

## THE DATA CONTROLLER AND THE DESIGNATED DATA CONTROLLERS

St Nicolas Preschool as a registered charity is the Data Controller under the Act, and the organisation is therefore ultimately responsible for implementation. However, Designated Data Controllers will deal with day to day matters. St Nicolas Preschool's Designated Data Controllers are:

Gaynor - Preschool Manager  
St Nicolas Preschool's Committee

## PERSONAL INFORMATION

Personal Information is defined as any details relating to a living, identifiable individual. Within St Nicolas Preschool this relates to employees; attending children and their families; trustees; professional visitors; and some members of the public e.g. job applicants. We need to ensure that the information gained from each individual is kept securely and to the appropriate level of confidentiality.

The personal information collected from individuals could include:

- Their name
- Address
- Email address
- Telephone numbers-including those of emergency contacts
- Date of birth
- Medical information
- National Insurance number
- DBS numbers
- Observations of children's progress (learning journals)
- Children's reports, preschool or from outside professionals.



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- Photographs
- Family medical history when necessary

St Nicolas Preschool store personal information to comply with the statutory framework (EYFS 2017); to deliver services to our families e.g. government funding; to employ suitable people for our setting.

## PROCESSING OF PERSONAL INFORMATION

All staff and volunteers who process or use any Personal Information are responsible for ensuring that:

- Any Personal Information which they hold is kept securely;
- Personal Information is not disclosed either orally or in writing or otherwise to any unauthorised third party.

Staff and volunteers should note that unauthorised disclosure will usually be a disciplinary matter and may be considered gross misconduct in some cases.

Personal information should be:

- kept in a locked filing cabinet; or
- in a locked cupboard; or
- if it is computerised, be password protected;
- kept on a storage device which is itself kept securely.

## CONVERSATIONS AND MEETINGS

Information of a personal or confidential nature should not be discussed in a public area, or in front of anyone that is not an employee of the preschool or a relevant fellow professional. Preschool employees should be aware of confidentiality at all times when discussions are taking place, either distancing themselves from the conversation if it does not concern them, or, ensuring that their discussion is not overheard by others. All staff should respect the confidential nature of any information inadvertently overheard.

When meetings are being recorded it is important that only relevant information is written down. Notes must be written legibly and coherently. The written notes are then to be stored in a locked cupboard and disposed of (shredded) in a timely manner once the child/family have left the setting.

## COLLECTING INFORMATION

Whenever information is collected about people, they should be informed why the information is being collected, who will be able to access it and to what purposes it will be put. The individual concerned must agree that he or she understands and gives permission for the declared processing to take place, or it must be necessary for the legitimate business of the preschool.

## SENSITIVE INFORMATION

Sensitive information is defined by the Act as that relating to ethnicity, political opinions, religious beliefs, trade union membership, physical or mental health, sex life, criminal proceedings or convictions. The person about whom this data is being kept must give express consent to the processing of such data, except where the data processing is required by law for employment purposes or to protect the vital interests of the person or a third party.



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## DISPOSAL OF CONFIDENTIAL MATERIAL

Sensitive material should be shredded as soon as it is no longer needed; following retention guidelines and statutory requirements. Particular care should be taken to delete information from the tablets or the computer hard drive if they are to be disposed of.

## STAFF RESPONSIBILITIES

All staff are responsible for checking that any information that they provide to St Nicolas preschool in connection with their employment is accurate and up to date. Staff have the right to access any personal data that is being kept about them, either on computer or in manual filing systems. Staff should be aware of and follow this policy and seek further guidance where necessary.

## DUTY TO DISCLOSE INFORMATION

There is a legal duty to disclose certain information, namely, information about: Child abuse, which will be disclosed to social services, or Drug trafficking, money laundering or acts of terrorism or treason, which will be disclosed to the police.

## RETENTION OF DATA

St Nicolas Preschool takes care to only store personal information that is absolutely necessary. Personal information is kept for the period of time requested following guidelines from the Preschool Learning Alliance, these retention periods are either recommended or statutory. Stored information is filed in sealed filing boxes and locked in the preschool shed. Once the retention period has lapsed, the information is destroyed.

This policy was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary)      Date \_\_\_\_\_



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**\*\* PRESCHOOL LEARNING ALLIANCE\*\***  
**\*\*RETENTION PERIODS FOR RECORDS\*\***  
**4 PAGES**





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# St. Nicolas Pre-school & Playgroup

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# St. Nicolas Pre-school & Playgroup

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# St. Nicolas Pre-school & Playgroup

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## 9) Diet Policy and Procedures

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1-2 Inclusive practice 1-4 Health & Wellbeing	2-2 Parents as Partners	3-2 Supporting every child	

### Healthy eating Education/Promotion

- Healthy eating activities for children will be included as part of the education programme of the setting.
- Where appropriate, healthy eating education or leaflets will be offered to parents either informally or through workshops.
- Preschool have a NO NUT POLICY
- During cooking activities 'Fairy meals' will be kept in fridge for one week.

### Staff

- A senior member of staff will oversee all aspects of food in the setting.
- Staff involved with the preparation of food will be trained in basic nutrition and food safety and hygiene.

### Food Served

- All food provided whilst in our care will contribute to an enjoyable, healthy, balanced diet and meet children's individual needs.
- The food provided will reflect the diversity of the community which the setting serves.
- Food provided by the setting for children will meet current healthy eating guidelines and the amount of food that is high in fat, salt or sugar will be limited.
- When adapting or changing food provided by the setting, children's food choices will be taken into consideration.
- Food and drink will not be used as reward or punishment.
- Our weekly menu will be on display.
- Our weekly menu will provide children in our care with a tasty, varied diet

- Foods high in fat, salt, and sugar will be limited in line with the current healthy eating guidelines for the age group of the children concerned.
- Salt will not be used in any cooking at the setting and salt will not be provided at the table.
- Children will be allowed a second portion after finishing first portion.

## Drinks Served

- Tap water will be accessible at all times (preferably chilled) and children are encouraged to drink regularly.
- Low sugar squash will be offered in the summer months along with ice water. It will be diluted 1 part fruit juice to 10 parts water.
- Only semi-skimmed milk will be offered without prior request from parents.
- Milk and Water will be served with morning snack, Lunch and afternoon snack. Part-time children will always be offered milk with their snack (whether morning or afternoon).

## Eating Environment and Equipment

- The eating environment provided by the setting will be comfortable and relaxed and children will be given plenty of time to eat. The setting recognises that this is a social time and an opportunity for children to learn about healthy eating and develop new skills such as serving food and drink and feeding themselves. Utensils, tables and chairs will be appropriate for the ages and stages of the children.
- Unlidded cups will be used for all drinks given to children to protect their teeth.
- Practitioners will stay with children at mealtimes and will provide a good role model for healthy eating.
- All tables and table cloths will be washed with anti-bacterial spray before and after use.
- Children will wash their hands before eating.
- No food sharing is permitted.

## Allergies and Special Dietary Requirements

- As part of the induction to the setting, parents will be asked to share information on their child's dietary requirements (including any allergies). This information will be used when planning food/meal time. It is parent's responsibility to inform the setting if this information changes.

## Food brought into setting

- Advice will be given to parents about suitable foods and drinks to bring from home for packed lunches, snacks, and for outings such as picnics.
- If parents bring food into the setting for birthdays or other celebrations they are encouraged to bring healthy food and limit the amount of food high in fat, salt and sugar, or to provide non-food treats such as stickers instead.
- High fat or sugar foods brought into the setting, will be given to the children at the end of the day to take home.
- Hard Lollies are not allowed in the setting.
- Party food menu will be displayed on day of party.
- On parent's request, food can be reheated in microwave for lunch time snacks.
- Any food which includes nuts will not be allowed in the setting and will be taken away from child's lunch and returned to parents. In-line with our NO NUT POLICY. The child will be offered a healthy alternative.
- We request that grapes are cut in half as recommended by British Red Cross due to the high risk of choking.



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This policy was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary) Date \_\_\_\_\_



## 10) Equality and Diversity Policy

At St Nicolas Preschool we provide a welcoming environment to all children and their families. We recognise that all inequalities are unacceptable and will promote inclusion and accessibility in all aspects of the preschool.

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Areas of learning and development

**Agnes Bodoni is our Equality and Diversity Coordinator (EDCo)** who will audit, observe and evaluate our provision and practice in supporting equality and diversity at preschool.

### LEGISLATION

Our preschool works in accordance with all relevant legislation, including Equality Act 2010 (amended May 2013); Children's Act 1989, 2004; Children and Families' Act 2014, Special Education Needs and Disabilities Code of Practice 2015. We are committed to adhering to the requirements laid out in the DfES Statutory Framework for the Early Years Foundation Stage 2017 particularly in relation to **Safeguarding and Promoting Children's Welfare and Equality of Opportunities.**

### ADMISSIONS

St Nicolas Preschool is open to every family in the community regardless of gender, sexuality, class, means, family status, disability, ethnicity, and religious belief whilst ensuring implementation of our Admission / Catchment policy. We welcome bilingual and multi-lingual children and, where necessary, information can be translated according to individual needs (Language Line: 0800 169 2879). All families will have an equal opportunity to be involved in preschool e.g. joining the committee, being a parent/carer helper, contributing to activities and planning etc.

### SPECIAL EDUCATION NEEDS

Our Preschool aims to have high regard to the Special Education Needs and Disabilities Code of Practice (updated 2015) on the identification and assessment of Special Education Needs, and provides welcome and appropriate learning opportunities for all children.

If a child's needs cannot be met in the preschool without the support of an inclusion worker, funding will be sought to employ one.

As a preschool, we uphold a strong commitment to working with parents and outside agencies to meet children's specific and individual needs. This includes liaison with therapists, Health Visitors, Psychologists, EYSENITS, Paediatricians, Portage workers and other settings which the children may attend.

(See also our Policy and Procedures for the Inclusion of Children with Special Educational Needs).



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## **CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

We aim to support all children in their development of communication and language skills including those children with English as an Additional Language. We recognise that bilingualism is an asset and that a child's home language has a positive role in their identity and learning. Preschool staff will work with parents/carers in supporting and encouraging children's home language(s). (See also our Inter-cultural Education policy).

## **SAFEGUARDING CHILDREN**

Safeguarding children is our first priority. We intend to create an environment in which children are safe from abuse and in which any suspicion of abuse will be promptly and appropriately responded to. Gaynor Hunter is our Lead Child Protection Officer, and Claire Richardson is a Child Protection Officer. (See also our Child Protection Policy and Procedures).

## **FOOD**

All medical, cultural and dietary needs will be met (see also our Diet Policy).

## **DISCRIMINATORY BEHAVIOUR AND REMARKS**

Discriminatory remarks and behaviour by any individual are recognised as being completely unacceptable in our preschool and will be challenged. The preschool will ensure that any children, staff, parents or volunteer who is discriminated against will receive the full support of the setting. Disciplinary action will be taken in the event of any discriminatory remarks being made, or used, by a member of staff.

## **CURRICULUM**

All children will be respected and each child's potential recognised and encouraged. Each child's progress will be individually assessed and monitored and have an individual IEP written by their key person. There shall be an environment free from prejudice and discrimination. Opportunities will be given to all children to allow them to explore, acknowledge and value similarities and differences between themselves and others. Planning will be displayed on the notice board in the foyer where an offer of parent/carer contribution is encouraged on the Parent/Carer Planning Board. Activities will be child led wherever possible and additional adult support offered when necessary. All children will be given the opportunity to experience a challenging and enjoyable programme of learning and development. (See also our Curriculum Policy).

## **RESOURCES**

Resources and activities will be selected to help children develop their self-respect and encourage children to value and respect others as well as themselves (EYFS). These resources will:

- Accurately reflect the diverse society in which we live
- Give equal access and choice of play to both girls and boys
- Promote positive images of disability, gender and race

Resources will be assessed and reviewed by the EDCo in Terms 1, 3 and 5.

## **FESTIVALS**

We will show respect for all major events in the lives of the children and their families and encourage them to share their home traditions with the group. We will acknowledge the festivals which are celebrated by the children and their families in our preschool. We will also look at a range of stories, festivals, celebrations and cultures from around the world to celebrate diversity.



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## STAFFING, EMPLOYMENT AND TRAINING

Vacant positions in preschool will be advertised as widely as possible. The preschool will appoint the best person for each job and treat all applicants for the job fairly and equally. **Positions are exempt from the provision of the Rehabilitation of Offenders Act 1974.** All staff will be required to be DBS checked and all references, including their last placement with children, will be followed up. Implementing the group's Equality and Diversity Policy will form part of the job description (see also our Staffing, Employment and Recruitment Policy).

Regular in-house training will be available for all staff, both paid and voluntary members, through the Preschool Supervisor/Manager. External training will be offered to all staff according to their individual needs and requirements.

This policy was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary)      Date \_\_\_\_\_

## 11) First Aid Policy

### Policy statement

In our setting, staff that are qualified first aiders are able to take action to apply first aid treatment in the event of an accident involving a child or adult. All qualified members of staff will hold a first aid certificate. The first aid qualification includes first aid training for infants and young children and is known as the paediatric first aid course.

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.4 The wider context	

### Procedures

#### *The First Aid Kit*

Our first aid kit complies with the Health and Safety (First Aid) Regulations 2002 and contains the following items:

- Triangular bandages (ideally at least one should be sterile)
- Sterile dressings for eyes
- Micropore surgical tape
- Stretch bandages
- White open wove bandage 5cm
- Crepe bandage (5cm x 4.5cm)
- Absorbant dressing pads (Menolin) 5cm x 5cm
- Box of assorted (individually-wrapped) hypoallergenic plasters
- Adult and Paediatric life support guidance card/Paediatric and Adult FBAO treatment card (choking).

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

- 2 pairs of disposable plastic (vinyl) gloves.
- Pair of scissors
- 1 plastic disposable apron.
- A children's forehead 'strip' thermometer
- Emergency treatment kit (Blanket and cushion)

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 (see Administering Medicines Policy - 31).

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

Parents sign a consent form at registration allowing staff to accompany 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.



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Parents should inform staff of any injuries (especially head injuries) which have happened at home, prior to the child attending pre-school.

## Legal framework

Health and Safety (First Aid) Regulations (2002)

## References

Please also refer to policy 31 - Administering Medicines and policy 23- Safety Policy and Practice.

The First Aid box is checked and updated regularly, which is the responsibility of Gaynor Hunter.

All training and updates are organised by our Training Officer Gaynor Hunter.

This policy (First Aid Policy) was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson)                      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer)                      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary)                      Date \_\_\_\_\_

## 12) Health & Hygiene Policy & Practice

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.3 Keeping safe		3.3 The learning environment 3.4 The wider context	

## Health

### FOOD

All snacks provided will be nutritious and due attention will be paid to the children's particular diet and cultural preferences. Weekly menus are shown on a display board outside the preschool for parents to look at when dropping off their child. Fresh drinking water is available at all times. When cooking with the children as an activity, the adults will provide food and information that will extend the children's understanding of a healthy diet. Prior to packed lunch times, children will be encouraged to learn from visual cards which type of foods are classed as healthy choices and which foods are classed as 'treats'.

### OUTDOOR PLAY

Children will have the opportunity to play in the fresh air throughout the year in the Pre-school's own secure outside play area. Parents are reminded to ensure that a high factor suntan lotion is applied to their child **prior** to Pre-school during the warmer months. If parents wish for sun cream to be reapplied to their child during the day, then please place a named bottle of sun cream in your child's bag and inform staff - please note that staff will not reapply sun lotion to children but can help your child to do it themselves (e.g. spray it on, dose onto hands). If your child has additional needs and will need extra support from an adult in applying sun cream (e.g. rubbing suncream onto their skin) then you will need to write to Ms Hunter, the Preschool Manager, giving staff permission to apply sun cream to your child. Preschool will not accept any liability for any allergies/reactions resulting from any sun cream applied during preschool sessions. All children will wear sun hats outside in hot/high UV index weather - children can bring their own (named) sun hats from home which they can keep in their bag/drawer or these can be borrowed from preschool if necessary. On hot/high UV index days, the duration of outdoor play will be limited to prevent over-exposure to the sun, especially between the hours of 11am-3pm. On colder winter days children should be provided with coats, hats and gloves as appropriate.

### ILLNESS AND SICK CHILDREN

Children should be kept at home if they have any infection which requires an exclusion period from the setting (see Guidance on Infection Control in Schools and Other Childcare Settings - Public Health Agency). This includes common childhood infections such as threadworm, conjunctivitis and head lice until the first treatment has been given. Parents are asked to inform the Pre-school as to the nature of the infection so that other parents (if applicable) and staff can be alerted.



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Parents will be asked not to bring to Pre-school any child who has vomited or had diarrhoea until at least 48 hours has elapsed since the last attack. (Notice of policy and practice is on view in the foyer). [Please note: This also applies to staff that have had a vomiting or diarrhoea illness].

If a child becomes ill during a session the child is found a quiet place to sit and rest with a staff member. The parent or carer is phoned to collect the child. In the event of an ill child not being collected they are kept in a quiet place with a staff member to reassure and care for them.

If a child is found to have a notifiable disease as stated by the Health Protection Agency, the Pre-school will seek and follow advice from the local Health Authority. In the event of two or more children suffering from food poisoning then the Pre-school will notify Ofsted and follow their recommendation.

Cuts and open sores, on adults and children, will be kept covered. Parents are advised to cover open cuts or grazes. Pre-school will cover open wounds observed on entry.

## INFORMATION SOURCES

Parents will have the opportunity to discuss health issues with Pre-school staff and will have access to information available to the Pre-school.

If necessary parents/carers will be requested to sign a letter of authority giving permission to staff of the Pre-School to obtain information and advice from other professionals concerning their child attending the Pre-School.

The Pre-school will gather health information and advice from the local health authority and or other health agencies.

## References:

Please also see our First Aid Policy (11) and our Administering Medicines Policy (31)

## Hygiene

To prevent the spread of infection, adults in the group will ensure that the following are observed:

### PERSONAL HYGIENE

- Hands are washed after using the toilet and before snack time.
- Antibacterial soap will be dispensed by staff onto children's hands for washing prior to snack time
- Paper towels are available, used and disposed of appropriately.
- Children with pierced ears will not be allowed to share each other's earrings.
- Tissues will be available and children encouraged to blow their noses as necessary.
- Children will be encouraged to shield their mouths when coughing.
- Aprons/Gloves will be provided for staff use. Hygiene rules to body fluids to be observed
- All staff and volunteers to be aware of how infection, including HIV, can be transmitted.

### CLEANING & CLEARING

- Rubber gloves are to be worn at all times.



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- Spills of vomit, blood and excrement wiped up and flushed down the toilet or if this is not achievable, then bagged and disposed off in the separate bin in the adult/disabled toilet.
- Affected areas to be disinfected using chlorine or iodine bleach, according to the manufacturer's instructions.
- Contaminated fabric should be laundered in hot water.
- Spare, laundered clothing to be available in case of accidents and polythene bags available in which to wrap soiled garments.
- All surfaces cleaned daily with an anti-bacterial cleaner.
- A nappy bin is available and emptied daily.

## FOOD

The Pre-school will observe the current legislation regarding food hygiene. The Pre-school has registered as a food business establishment and will be inspected annually. We have advised parents to use ice packs in packed lunches (see Diet Policy and Practice).

In particular:

- Always wash hands under running water before handling food and after using the toilet.
- Not to be involved in the preparation of food if suffering from any infectious/contagious illness or skin condition.
- Never cough or sneeze over food.
- Fresh fruit and vegetables will be washed before eating them.
- Use different cloths and mops for kitchen and toilet areas.
- Freshly laundered linen and tea towels are available as required.
- Utensils will be kept clean and in a closed drawer.
- Cracked and chipped china will not be used
- Preschool holds a Grade 5 food hygiene rating, which is displayed for information in the preschool kitchen and in the notice board outside pre-school.

This policy was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary)      Date \_\_\_\_\_



## 13) Inclusion of Children with Special Educational Needs and Disabilities Policy & Procedures

*‘Inclusive provision is open and accessible to all, and takes positive action in removing disabling barriers so that disabled and non-disabled children can participate’*

Our Pre-school will do everything it can to make each child equally welcome. We have regard to the Code of Practice for the Identification and Assessment of Special Educational Needs and Disabilities and also to the guidelines supplied to private and voluntary providers of Pre-school education. We aim to provide appropriate learning opportunities for all children and are committed to meeting individual children’s needs and create an inclusive ethos which is continually developed.

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.1 Child development 1.2 Inclusive practice 1.4 Health and well being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking

We endeavour to welcome and value children and parents. Everyone is welcomed on arrival and wished well on departure in a way that suits them. The particular background and characteristics of each individual child are fully taken into account, but are not unduly highlighted.

Children with special needs, like all other children, are admitted to the pre-school after consultation between parents, Pre-school Supervisor and outside professional bodies. Written information gives details about each child's care plan (ie training /risk assessment) or medical requirements and how best to meet their needs.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. As an early years provider in the private, voluntary and independent sector we must have regard to the 2014 Code of Practice. Children have a learning difficulty if they: Have a significantly greater difficulty in learning than the majority of children of the same age; have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority; Are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them.

All children in the group, irrespective of any disability, have opportunities for formal consultation so they can express their views and opinions on sessions they take part in and on setting as a whole, using whatever communication methods they choose. Whenever possible and appropriate, we will encourage children to participate in all the group’s activities and create opportunities to communicate with each child and their parents /carers to discuss how best to build on children’s interests in line with EYFS 2017 guidance.



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Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis. Home / School Developmental Journal will be used to assess the children when appropriate.

We will value and offer the child the opportunity to be involved in his/her own assessment of need, listening to the child's wishes for their future and including child's comments in reviews either by written or photo evidence. Children's IEP's and next steps including any SMART targets will be reviewed at least 3 times a year.

Our aim is to provide for the developmental needs of each child in the group. The needs and progress of children who have special needs are monitored by our group's special educational needs co-ordinator (SENCO) Gaynor Hunter. Training is continually sought and updated. All trained staff have had attitudinal training around disability and other equality issues and continue to take part in training about inclusion. Staff can describe the systems in place to respond to any individual child who may need specific assistance.

Our **key person system** ensures that each adult is especially responsible for a small group of children. Staff members who have a specific role in assisting one particular SEND child are clear that their responsibilities focus on the inclusion of the child as well as whatever level of individual assistance may be necessary.

We work closely with the parents of all the children in the group to ensure that:

- The group draws upon the knowledge and expertise of the parents in planning provision for the child and contributes to IEPs.
- The child's progress and achievements are shared and discussed with parents on a regular basis.
- Parents know the identity of the group's SENCO.
- Parents are aware of the arrangements for the admission and integration of children with special educational needs.

If it is felt that a child's needs cannot be met in the group without additional personnel and / or equipment, funding will be sought to ensure that provision is appropriate to the child's needs. We will make and continue to make attempts to identify and deploy sources of funding where necessary to support the inclusion of children who might otherwise not have their specific needs met.

We work in liaison with relevant professionals and agencies outside the group to meet children's specific needs and access appropriate support and advice from colleagues and other expert professionals and will attend assessment and reviews with relevant professionals.

We will contribute and attend a transitional meeting to support children with S.E.N.D, offering shared books and extra visits to the new school.

Whenever possible, our staff attend in service training on special needs and seek advice from other professional bodies. The SENCO attends all S.E.N training recommended. Training for individual medical or educational need will be sought. Where appropriate, all staff working in session will be trained for specific needs of child.



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The Oxfordshire County Council Early Years SEN Support Team can be contacted via:

Netta Buckett  
Service Manager for Early Years SEN  
Oxfordshire County Council  
Abbey House, Abbey Close  
Abingdon, OX14 3JD  
TEL: 01865 323556  
E mail: Netta.buckett@oxfordshire.gov.uk

*We will value and offer the child the opportunity to be involved in his/her own assessment of need, listening to the child's wishes for their future.*

This policy (**Inclusion of Children with Special Educational Needs & Disabilities Policy & Procedures**) was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary)      Date \_\_\_\_\_



## 14) Interaction and Transition Procedure to St. Nicolas School

The children at St Nicolas Pre-School begin the Foundation Stage curriculum (EYFS adopted from September 2012, updated 2017) on entering after their third birthday.

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
	2.1 Respecting each other	3.4 The wider context	

The Pre-School begin to assess their progress by using the Tapestry Online Learning Journal. We believe that interaction between the different settings they attend, starting with PRE-SCHOOL and finally onto mainstream school (the majority feeding into ST NICOLAS PRIMARY SCHOOL) is a vital part of their progression through the Foundation Stage. The partnership between Pre-school and the St. Nicolas Foundation Stage Unit (now Reception Classes) was signed in Feb 06. This enables us to develop a happy and easy transition for the children and their families. It also ensures continuity in the curriculum. We will also interact with other settings that children attend, i.e. daycare / relatives / child minders.

Regular weekly meetings are held by the Staff Planning Group (SPG) - Foundation Coordinator (Suzie Pocock) and Pre-school Manager (Gaynor Hunter)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Weekly SPG mtg	→	→	→	→	→
	Singing in Reception Classes	→	→	→	→
			Visit into RC before singing	→	
				SEN children visit RC	Teachers' visits into Pre-school

### STRATEGIES FOR DEVELOPING SMOOTH TRANSITION INCLUDE:

- Both Staff and parents are represented by the Joint Steering Group to develop strategies to promote the smooth transition from pre-school setting to primary setting.
- Joint policies for curriculum, behaviour and teaching and learning
- Visit from St Nicolas School Reception Class (RC) to watch Pre-school leavers assembly
- Visit from School Head teacher (Mr. Spooner)
- Use of field in primary school for outside activities
- Training & network meetings attended by Pre-school Manager and Foundation Coordinator
- Shared alphabet sheets used by both settings
- Pre-school Manager & Chairperson invited to St. Nicolas School governors' meetings



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- Planned meetings involving Chairperson, Supervisor and Foundation Coordinator to show progression through the two settings
- Attendance of Pre-school SENCO and Supervisor in Special Educational Needs (SEN) meetings, involving plans for children on the SEN register at St Nicolas School
- Pre-school staff to attend parents transition meeting at St. Nicolas Primary School
- With parental permission we pass on the online learning journal via Tapestry to the child's new setting. This includes a copy of progress report with contributions from parents and child
- Induction evening for parents of children transferring into Foundation Class to involve school Head teacher, teachers and staff from Foundation Class, Pre-school Manager and Chairperson
- Joint parental and visitor guidance sheet

This policy (**Interaction and Transition Procedure for St. Nicolas School**) was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary)      Date \_\_\_\_\_

## 15) Inter-cultural Education Policy Principles

Bilingualism is a significant achievement in very young children and their efforts should not go unrecognised. It is important to stress that bilingualism is not a learning difficulty, nor is it the cause of learning difficulties. Provide praise and encouragement, monitor and support development and work with parents, stressing the value of the home language in the child's life, and then bilingual achievers in our care will benefit from the sound starting points they have gained in our Pre-school.

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.2 Inclusive practice	2.2 Positive relationships	3.2 Supporting every child	

#### *We believe:*

- All children are entitled to equal access to the whole curriculum
- Bilingualism is seen as a learning opportunity for all children and adults in the setting
- Partnership with parents / carers is paramount for a child's progress within a setting

How can we help nurture the skills that young bilingual children in our Pre-school are developing to enable them to realise their potential?

- Find out about the child's home language from the parent - make sure you know what language the child speaks.
- We compile information of all cultural diversities which is kept in a folder to be used throughout the year and shared by the whole group, celebrating all children's' backgrounds.
- Seek help from an interpreter for at least the initial meeting with the parent to ensure all the information that needs to be shared both ways is understood.  
(Contact Language Line on 0800 169 2879)
- As with other children, find out from parents some information about the child's language development in their home language.
- Work alongside the parent, especially when settling in. Use lots of gestures and open body language as much can be communicated and understood in this way.
- Provide as many 'language bridges' as possible - for example, ask parents for some key words in their child's home language. It is helpful to write them phonetically to help your pronunciation.
- Encourage parents to speak to their child in their home language when settling in to explain aspects of the new environment (where the toilets are, what the different toys and play materials are called and what they are for.) Encourage parents to read a book in their home language, talk about the pictures or sit with their child during a story session to interpret.
- Regularly observe / record / monitor the child's developing use of English, including non-verbal gestures.
- We recognise that young bilingual learners need time to observe, try out unfamiliar toys and tune into the new language.
- Ensure that stories and books have clear illustrations, repeated actions and language patterns. Use a variety of visual props. Emphasise or repeat key words and phrases during practical activities.
- Ensure the child is placed third or fourth in turn taking games so she/he can rehearse and hear repeated phrases before responding.



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- Use songs and rhymes with actions that encourage turn taking.
- Ensure tasks are cognitively demanding - do not give basic colour/object matching tasks simply because the English vocabulary needs consolidation.

We have an Intercultural folder with details of language, cultural preferences and resources to support children.

Agnes Bodoni is the staff member who will ensure criteria are met.

This policy (**Inter-cultural Education Policy Principles**) was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary)      Date \_\_\_\_\_

## 16) Missing Child Policy

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

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.4 The wider context	

### Procedures

#### *Child going missing on the premises*

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

#### *Child going missing on an outing*

This describes what to do when staff have taken a small group on an outing, leaving the setting leader and/or other staff back in the setting. If the setting Leader has accompanied children on the outing, the procedures are adjusted accordingly.

What to do when a child goes missing from a whole setting outing may be a little different, as parents usually attend and are responsible for their own child.

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



- The setting leader contacts the chairperson and reports the incident. The chairperson, with the management committee, (or proprietor) carries out an investigation and may come to the setting immediately.
- The setting leader, or designated staff member may be advised by the police to stay at the venue until they arrive.

### *The investigation*

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

### *Managing people*

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- The 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.
- Staff may be the understandable target of parental anger and they may be afraid. Setting leaders need to ensure that 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 staff and may single out one staff member over others; they may direct their anger at the setting leader. When dealing with a distraught or angry parent, there should always be two members of staff, one of whom is the setting leader and the other should be the chairperson of the management committee or representative. No matter how understandable the parents anger may be, aggression or threats against 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. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.
- In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The chairperson will use their discretion to decide what action to take.



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- Staff must not discuss any missing child incident with the press without taking advice.

This policy was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer)      Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary)      Date \_\_\_\_\_

## 17) Nappy Changing Policy

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

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

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Developments</i>
1.2 Inclusive practice 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child	

### Procedures:

- Key persons discuss changing times with parents of the children in their care who are in nappies or 'pull-ups'.
- Young children from two years should 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 young children in their key groups; back up key persons change them if the key person is absent.
- Changing areas are warm and there are safe areas to lay young children if they need to have their bottoms cleaned.
- Gloves and aprons are put on before changing starts and the areas are prepared. Paper towel is put down on the changing mat freshly for each child.
- When changing a child, staff should face towards the door and not with their back to it.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, key persons ensure that nappy changing is relaxed and a time to promote independence in young children.
- Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- They should be encouraged to wash their hands and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.
- 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 young 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. Any soil (faeces) in nappies or pull ups is flushed down the toilet if possible and the nappy or pull up is bagged and put in the bin. Cloth nappies,



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trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for the parent to take home.

- A notification slip, written by the child's key person, is given to the parent/carer on collection to inform them of the time and details of nappy changing (to ensure confidentiality).
- NB if young children are deliberately left in wet or soiled nappies/'pull ups' in the setting this may constitute neglect and will be a disciplinary matter. Settings have a 'duty of care' towards children's personal needs.

This policy was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

## 18) Overtime Payments Policy

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
		3.4 The wider context	

This policy sets out the conditions for overtime payments:

1. Overtime will be paid to staff that:
  - (a) attend committee meetings, up to a maximum of 2 hours per meeting. Payment is made at an individual's hourly rate. (Attendance at Committee Meetings is not compulsory)
  - (b) attend staff meetings and staff planning meetings, which currently take place termly for 2 and 3 hours respectively.
  
2. For essential training courses as decided by the Committee. The cost of the course will be paid for from Pre-school funds. Should the course last longer than an individual's normal working hours then overtime will be paid at their hourly rate. Lunch hours and travel expenses will not be paid. Non-essential training courses are negotiable with the Committee.
  
3. Overtime of up to a maximum of \*2 hours per week for staff can be incurred without permission, unless:
  - providing additional cover as requested by the manager, for absent staff;
  - Attending a training course, approved by the manager, outside of their contracted working hours;
  - Working within the setting outside of contracted working hours due to workload or additional meetings including during school holidays.

\*For overtime greater than 2 hours per week outside of the above, permission has to be obtained first from the manager, who will refer to Chairperson and Treasurer if above 8 hours a week.

The Chairperson will review the training costs on an annual basis.

This policy was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

## 19) Parental Involvement Procedures & Policy

Our Pre-school & Playgroup values the important role of parent/carer in the education and care of their children and encourages them to take an active role in the running of the group. We welcome parents and carers into the setting and want to encourage a two-way flow of information, knowledge & expertise. We believe that children benefit most where there is a mutually supportive partnership.

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.2 Inclusive practice 1.4 Health and well being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child	

### *We will endeavour to:*

- Provide regular newsletters to keep parent/ carers informed of forthcoming themes, proposed learning from the activities and any planned special events. Parents may contribute their own knowledge or skills or interests to the group.
- Detailed curriculum plans are displayed on the lobby notice boards, and copies can be printed if required (Full operational plan, including all policies and procedures for making a complaint, is located in the foyer).
- Involve parents/carers in shared record keeping and planning, and will be kept up to date with their child's progress. Parents/carers are welcome to view their own child's records at any time.
- All parents/carers are welcome to serve on the committee. The group's Annual General Meeting (AGM) takes place each autumn where elections take place for officer posts.
- Any parent/carer is welcome to contribute to any Committee meeting, in person, by letter or by through a third party. Times and venues of the meetings will be chosen to ensure ease of access. Copies of all Committee meeting minutes will be placed in the Minutes folder, which is kept in the foyer. Copies can be printed on request.
- A parents/carer rota exists on a voluntary basis, please sign up in the foyer. If you are unable to help in this way, many other forms of assistance are needed, please speak to the manager.
- Parents/carers are informed about all aspects of the pre-school in the pre-admission interview. This includes encouragement to be on the Committee, to get involved as a parent helper, to ask questions about the child's day of the staff at collection and welcome to enter the pre-school to review their child's work at the end of the session.
- There is an Input form available to parents/carers in the foyer. Parents/Carers can provide suggestions through the suggestions box about activities or topics they would like to be covered during the sessions. These are taken into planning meetings and incorporated into the sessions if appropriate and possible.
- A questionnaire is sent out to parents/carers annually. This asks simple questions about how happy the parent and child are with the pre-school, sharing information and improvements that could be made. Outcomes are discussed with staff & Committee and actions are taken if approved.



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- We recognise the importance of parental input and encourage parents to contribute to the parent planning board in the foyer. This is used to plan for the following term.
- Parents can find out more information by signing into our website ([stnicolaspreschoolabingdon.org](http://stnicolaspreschoolabingdon.org))

If you have any concerns about your child or any aspect of his/her care or education please feel free to speak to a member of staff in confidence.

This policy (**Parental Involvement Procedures & Policy**) was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_



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## 20) Payment of Fees Policy

We offer various ways to make the payment of fees as easy as possible and we handle all situations in confidence. The school year is separated into three terms:

- Autumn (terms 1&2)
- Spring (terms 3&4)
- Summer (terms 5&6)

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.2 Inclusive practice 1.4 Health and well-being	2.2 Parents as partners 2.4 Key Person	3.4 The wider context	

Please note that if you decide to use your government funding at another setting, you will be charged for each session that your child attends St. Nicolas Pre-school. Should you wish to increase/reduce the number of sessions your child attends, or to withdraw them from the pre-school altogether, then you will be required to give a term's notice or you will be billed for the sessions until the end of that term (see terms above). This is to allow the pre-school to meet its running costs and to pay staff. Prices can be provided upon request.

### STRUCTURE OF PAYMENT

The sessions are counted according to the number of sessions per week and the number of weeks per term. Fees cannot be waived due to family holidays or sickness. Exclusion days, such as Bank Holidays, outings, and unusual weather conditions are noted and the committee decides whether they are chargeable. The general consensus is that exclusion days are not charged for if the Preschool & Playgroup is closed.

The total sessions are then multiplied by the session fees, which are established by the committee at the Annual General Meeting held in the autumn term. The Grants and Fees Coordinator distributes invoices to parents/carers.

Unless other arrangements have been agreed with the Grants and Fees Coordinator, we ask for fees to be paid no later than two weeks after billing to enable us to pay our own running costs on time. Payment can be made by cheque, cash, bank transfer or via childcare vouchers. Please ask if we are already signed up to the scheme that your employer offers.

We are receptive to anyone approaching us regarding difficulty in payment and will try our hardest to ease the situation. We offer various suggestions, such as weekly payments, payment by instalments, and pre-school assistance is also available. Please speak (in confidence) to the Grants & Fees Coordinator, Treasurer or Chairperson for more details.

For children joining the pre-school part way through a term, after a grant application has been made, parents/carers should speak to the Grants and Fees Co-ordinator, Chairperson or Manager to discuss their circumstances.





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Parents/carers who have not paid (or organised payments) will be sent a first reminder (after two weeks). If no payment is produced, a second reminder is sent. If after another week no payment is received, the Grants & Fees Coordinator, Treasurer or Chairperson will speak to the parent/carer to arrange a date and payment plan by which the payment will be received. If still no payment is forthcoming, childcare may cease and legal action may be sought.

Failure to pay fees will impact the future admission of sibling(s) to the Preschool.

**Exclusion of a child is an option but will only be undertaken as a last resort. The welfare of the child will be taken into account at all times. If fees remain unpaid on non-funded sessions, these additional sessions will be stopped until full payment is received (funded sessions will continue)**

Pre-school will use the small claims court to reclaim any unpaid debts it is due.

## Snack Fees

Snack fees will be requested as a subsidised voluntary contribution once a term (3 times a year). The fundraising team will send out a letter to parents requesting a contribution of £15.

## Materials Fee

Materials fees for activities will be requested as a subsidised voluntary contribution, the amount of which will be agreed by the committee each year.

## Waiting List Fees

A small voluntary contribution towards administration costs is requested when a child is placed on the pre-school waiting list, details of which are listed on the child application form. This contribution is not refundable.

When a pre-school place has been offered and then accepted, a voluntary holding deposit of £20 is requested to secure the place. Holding deposits are returned to parents once their child starts pre-school (by the end of the first term). Parents who wish to may gift aid their contributions and also donate this amount to pre-school should they wish to.

Please also see St Nicolas Preschool & Playgroup Terms and Conditions for further information.

This policy was adopted at a meeting of the St. Nicolas Pre-school Committee.

_____ Chairperson	_____ Date	_____ Committee Member	_____ Date
_____ Treasurer	_____ Date	_____ Committee Member	_____ Date
_____ Secretary	_____ Date	_____ Committee Member	_____ Date

## 21) Personal Care Policy

At St Nicolas Preschool and Playgroup, children and their families will not be excluded or treated less favourably because they have personal care needs - these include wearing nappies, having occasional 'accidents' and/or receiving on-going support with personal care in accordance with the Discrimination Act 2005. We will work to ensure that every child can easily access care, play and learning experiences in preschool.

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.2 Inclusive practice 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child	

**Parents/carers will be consulted regarding their own child's personal care when their child starts preschool, to ensure that individual needs can be met, by staff they know and trust.**

Children develop at vastly different rates and some may be in nappies for longer than we may have expected. Some children have communication or emotional difficulties which may affect their ability to communicate their toileting needs.

*Our staff will endeavour to:*

- Respect children's rights to privacy and dignity.
- Consult children about their personal care needs.
- Follow good hygiene, protection and safety practices when changing children (please see our Health and Hygiene Policy and Child Protection Procedures and Policy for more information.)
- Provide support in managing 'toilet training'.
- Provide information in the form of a written note to parents and carers regarding the personal care of their child when necessary.
- Give parents a say in how their child's needs are met and have their own cultures respected.
- Staff will seek guidance in managing a child's personal care need.
- Staff will inform a colleague when leaving the room to change a child.

### **Sleep procedure**

A sleep mat is available for children to nap or rest. A curtained area and staff supervision will be implemented if necessary.

### ***External Help for Parents / Carers***

**For General Advice on Personal Care:**

The Advisory Teacher Tel: 01865 428096



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**For Specific Advice about an Individual Child (with parents permission advice will be sought from):**

Community Children's Bladder and Bowel Service  
Witney Community Hospital  
Welch Way  
Witney OXON  
OX28 6JJ  
Tel: 01865 904467

The Early Years SEN Inclusion Teachers  
Tel: 01865 323556

This policy (Personal Care Policy) was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

## 22) Child Protection and Safeguarding Policy & Procedures

The Protection of the child is our first priority.

The staff have a duty and responsibility to report any suspicions of child abuse or neglect.

Parents have the right to contact OFSTED with a complaint against a member of staff at any time- see address and number below. Safeguarding/child protection allegations against staff will be referred to the Local Authority Designated Officer (LADO) (see Allegation Flowchart in Appendix B).

### EYFS key themes and commitments

The group follow a Whistle blowing ethos (Policy 32).

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	4.4 Personal, social and emotional development

### Key Contact Details:

*Contacting OFSTED: Complaints helpline: Tel 0845 601 4772 (complaints about a setting)*  
*Multi Agency Safeguarding Hub (MASH): Tel: 0345 050 7666 (concerns regarding a child)*  
*Locality and Community Support Service (LCSS) Tel: 0345 2412608 (no names consultation)*  
*Local Authority Designated Officer (LADO): Tel: 01865 810603 (concerns regarding professionals who work with children)*  
*The Kingfisher Team: Tel: 01865 309196 (Oxfordshire's Child Sexual Exploitation Team)*  
*Thames Valley Police Emergency: 999 Thames Valley Police Non Emergency: 101*

### Introduction

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:

- [Keeping Children Safe in Education](#) 2018
- [Working Together to Safeguard Children](#) 2018
- [Framework for the Assessment of Children in Need and their Families](#) 2000
- [What to do if you are worried a Child is being Abused](#) 2015
- [Oxfordshire Safeguarding Children Board \(OSCB\) guidelines](#)
- [The Early Years Foundation Stage Statutory Framework](#) 2017

St Nicolas Preschool takes seriously its responsibility under Section 11 of the Children Act and duties under [Working Together to Safeguard Children](#) to promote the welfare of children; to work together with other agencies to ensure adequate arrangements exist within our setting to identify, and support those children who are suffering harm or are likely to suffer harm.

We recognise that all staff and the Committee have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

Our setting will endeavour to provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child free from discrimination or bullying where children can learn and develop happily.

This policy applies to all staff, Committee and volunteers working in our setting.

All staff will sign to confirm they have read and understood this policy.

## Terminology

- **Safeguarding and promoting the welfare of children** refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.
- **Child Protection** refers to the processes undertaken to meet statutory obligations laid out in the [Children Act 1989](#) and associated guidance (see [Working Together to Safeguard Children, An Interagency Guide to Safeguard and Promote the Welfare of Children](#)) in respect of those children who have been identified as suffering, or being at risk of suffering harm.
- **Staff** refers to all those working for or on behalf of the setting, full time or part time, in either a paid or voluntary capacity.
- **Child** refers to all young people who have not yet reached their 18th birthday.
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents
- **DSL** refers to the Designated Safeguarding Lead

## Aims of this policy

- To demonstrate the setting's commitment with regard to safeguarding children
- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children
- To ensure consistent good practice across the setting

## Types of abuse and neglect (see also Appendix A)

All preschool staff receive safeguarding training and should be aware that abuse, neglect 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. Abusers are usually someone that children

know well and may be a family member, staff member, a peer or somebody else that the family trusts. Abuse may cover some, but may not be limited to, the following areas:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Cyberbullying
- Child sexual exploitation
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation
- Forced marriage and honour based violence
- Radicalisation (see our separate policy number 33 on Prevent and British Values)

#### Extended definitions of abuse:

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
- **Physical abuse:** a form of abuse which 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.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.
- **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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

## Supporting Children

- Our setting recognises that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth
- Our setting accepts that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn

Our setting will support all children by:

- Encouraging the development of self-esteem and resilience in every aspect of life
- Promoting a caring, safe and positive environment
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Carrying out no name consultations with the LCSS (Locality Community Support Service) where appropriate
- Carrying out EHA's (Early Help Assessments) where appropriate to identify what support can be put in place for the child and family
- Notifying Social Care as soon as there is a significant concern. This includes contacting the Multi-Agency Safeguarding Hub (MASH)
- Notifying Social Care when a child/young person attending our setting is privately fostered
- Providing continuing support to a child (about whom there have been concerns) who leaves the Setting by ensuring that such concerns and the setting's medical records are forwarded under confidential cover to the Designated Person at the pupil's new setting immediately

## Supporting families

- The group will take every step in its power to build up a trusting and supportive relationship between families, staff and volunteers involved with the group. Where the abuse at home is suspected the group will continue to welcome that child and family while investigations proceed.

- With the proviso that the care and safety of the child must always be our priority, the group will do all in its power to support and work with the child's family.
- Please see booklets 'Oxfordshire safeguarding children guidelines' and government booklet 'What to do if you are worried a child is being abused' for more information.
- We will complete a yearly Safeguarding audit which will be made readily available to OSCB and or/Ofsted on request. This ensures all aspects of child protection are being adopted.
- Central records are kept in safe guarding folder and updated ensuring training and information is being assessed regularly.

## Supporting Staff

- We recognise that staff working in the setting who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and up-setting
- We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support. This could be provided by another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate
- We recognise that our DSL(s) should have access to support and appropriate workshops, courses or meetings as organised by the Local Authority.

## Informing parents of procedure to complain regarding suspicions of staff abusing their child

*Parents will be made aware of complaints procedures through:*

- i. Our information leaflet sent at initial enquiry about the pre-school
- ii. Parental pack inc safeguarding policy and complaints policy received at the pre-admission interview
- iii. At Open Days for prospective parents
- iv. Complaints policy is included in the induction pack
- v. A mid-year questionnaire asks about complaints policy awareness

## Exclude known abusers

It will be made clear to applicants for posts within our group that positions are exempt from the provisions of the Rehabilitation of Offenders Act 1974 (as reflected on the job advert, application form and job description). All staff must be police checked, have a full employment history, checks of list 99 will be carried out and must have an Enhanced DBS. This will contribute to a decision of suitability by committee. No unauthorised person will be left alone with children at any time.

## Prevent abuse by good practice and robust health and safety procedures including acceptable use of technology

- Adults will not be left alone for long periods with individual children or with small groups.
- Adults who do not have an enhanced DBS and clearance from group committee will not take children to the toilet.



- The layout of the group will permit constant supervision of all children.
- Only staff members will answer the door.
- Front door is locked and fire exit is alarmed and full entry and exit procedure is followed - see safety policy number 6 (details of who is on premises and times of entry and exit).
- The group will be an active member of the Thames Valley Police Ring Master service.
- The group will act on any information it receives from Ring Master or will notify Police if any need arises (a check of Authenticity of Police Officers requesting information will be made before releasing information [Ring 101].)
- Photographs taken at pre-school will only be taken using the pre-school camera/tablets (using the amazon prime photos app or Tapestry app), which will be kept secure at all times. Photos on tablets will be deleted at least once a year, when the child has left the setting. Tablets may be taken home by staff for updating their key children's progress - tablets are protected with a password for use only by staff. Photographs will only be downloaded to the pre-school computer which is stored securely or uploaded to Tapestry if a parent has read and signed the consent and information letter.
- Staff and children will not carry or use personal mobile phones and cameras during session times. Staff will put their phones in their lockers but may use their personal mobile phones during lunchbreaks in the office where no children are present. The manager or in her absence the deputies may keep their phones on the manager's desk in case of emergency evacuation/situation. Visitors will not use mobile phones or their own cameras when on the premises. Staff may use Tablets to take photos solely for the purpose of Tapestry online learning journals or planning activities. Tablets and Tapestry accounts are password protected and photos taken on tablets deleted periodically. Lockers may be inspected for compliance together with each staff member. Students and visitors are informed by staff of mobile phone policies. Random mobile phone checks will be made and recorded. Staff may use the office landline for making/receiving urgent calls with prior permission from the manager or deputy.
- Parents are not permitted to accompany their own children or any other children to the bathroom without staff being present.
- Staff who are changing children will face the door (not with their back to the door) to show transparency with their actions.
- The pre-school Committee ask that staff are not 'friends' on Facebook (or other social media) with parents of current pre-school children unless in exceptional circumstances (i.e. are family members, or are pre-existing friendships) and with the prior consent of the Manager and Chair of the Committee.
- If parents use social networking sites, please be aware that you do not have the right to upload photos of other people's children, even if your child is included in the photo.

## Keeping records

- On child's entry into pre-school, all previous marks and injuries will be recorded with parent & child's explanation of injury.
- All injuries on premises will be reported in an accident book, (copies will be given to parents) and all incidents reported in an incident book. The registered person will review the incident book and accident book termly.
- Whenever worrying changes are observed in a child's behaviour, physical condition or appearance, a specific and confidential record will be set up, quite separate from other records of the child. In addition to name, address and age of the child, this record will also include the times and dated observations describing objectively the child's behaviour/appearance without comment or interpretation. Where possible, the exact words spoken by the child. This record will be dated and signed by the recorder. These records will be shared with the child's parents/carers if

requested, unless thought not to be in the child's interest (compromise the safety or welfare of the child).

- All parents will be asked for written permission for staff to take photos of their children in the group. How the photographs may then be used will be explained in the Photograph consent letter.
- A late pickup book will be used if a carer or parent is any more than 10 minutes late for pick up. The reason for lateness is assessed and decided on the need for any future action.

## The role of staff

Our staff are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating.

- All staff have a responsibility to provide a safe environment in which children can learn.
- Our setting has a DSL who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. The DSL (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
- All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the earliest years through to the teenage years.
- Any staff member who has a concern about a child's welfare should follow the setting's referral processes. Staff should expect to support Social Workers and other agencies following any referral.

## What staff need to know

All staff members are made aware of the systems within our setting which support safeguarding. These are explained to them as part of their induction and include:

- This Child Protection and Safeguarding policy
  - Behaviour Policy
  - The role of the DSL (including the identity of the DSL and any deputies).
  - Whistleblowing policy
  - Managing allegations about staff or volunteers
  - The safeguarding response to children who go missing from education
  - What to do if they have a concern about a child
  - The Personal Care Policy
  - The Health and Safety Policy
- All staff will receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
  - All staff are aware of the process for making child protection referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role that might be expected to play in such assessments.

- **All staff know what to do if a child tells them he/she is being abused or neglected.** Staff understand how to maintain an appropriate level of confidentiality. They understand that this means only to involve those who need to be involved, such as the DSL (or a deputy) and children's social care.
- **All staff will have regard to our obligations to prevent our children from being drawn into extremism or terrorism.** We recognise that this is our statutory duty under the Counter Terrorism and Security Act 2015 ([The Prevent Duty](#)). All staff will receive training on understanding the Prevent Duty (See policy number 33, British Values and Prevent Duty )
- **All staff will never promise a child that they will not tell anyone about the allegation/disclosure that the child has made, as this may ultimately not be in the best interests of the child**

## What staff should look out for

**Any child may benefit from early help, but our staff are particularly alert to the potential need for early help for a child who:**

- is a young carer;
- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.
- **All staff are aware of the indicators of abuse and neglect so they are able to identify children who may be in need of help or protection (see part 2 of this policy on page 68 for the full definitions)**

- Staff at our setting are advised to maintain an attitude of “**it could happen here**” where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best interests of the child**.
- Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should **always** speak to the DSL (or deputy).
- **Government advice:** What to do if you are worried a child is being abused- Advice for practitioners provides more information on understanding and identifying abuse and neglect.  
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

## **What staff should do if they have concerns about a child**

If staff have **any concerns** about a child’s welfare, they should act on them immediately. See flow chart (Appendix C) setting out the process for our staff when they have concerns about a child.

If staff have a concern, they should follow this child protection policy and speak to the DSL (or deputy).

Options will then include:

- managing any support for the child internally via the setting’s own pastoral support processes;
- an early help assessment;
- a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.

The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children’s social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

Our staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

### **Early help**

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children’s social care for assessment for statutory services, if the child’s situation does not appear to be improving or is getting worse.

### **Statutory assessments**

***Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children’s social care (and if appropriate the police) is made immediately.***

## **Female Genital Mutilation mandatory reporting duty for teachers**

Whilst our staff should speak to the DSL (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

## **What Safeguarding officers should do if a child is in danger or at risk of harm**

### **To report a new concern - Immediate Concerns about a Child:**

The Multi-Agency Safeguarding Hub (MASH) is the front door to Children's Social Care for all child protection and immediate safeguarding concerns. If there is an immediate safeguarding concern, for example:

- Allegations/concerns that the child has been sexually/physically abused
- Concerns that the child is suffering from severe neglect or other severe health risks
- Concern that a child is living in or will be returned to a situation that may place him/her at immediate risk
- The child is frightened to return home
- The child has been abandoned or parent is absent

call the MASH immediately **Tel: 0345 050 7666**.

Emergency Duty Team (outside office hours): **0800 833 408**

A No Names Consultation should **not** be used for the above scenarios.

### **No name Consultations:**

If you would like to make a no names consultation contact the **Locality and Community Support Service (LCSS)** on:

- North Tel: 0345 2412703
- Central Tel: 0345 2412705
- South Tel: 0345 2412608

### **Record keeping:**

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the DSL.

### **Why is all of this important?**

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of this poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.



# St. Nicolas Pre-school & Playgroup

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## **What staff should do if they have concerns about another staff member**

If staff have concerns about another staff member then;

- this must be referred to the Manager.
- where there are concerns about the manager this should be referred by the other 2 safeguarding officers to the LADO and also inform the chair of the committee (contact number kept in Safeguarding info file)
- Full details of our Safeguarding Leads can be found on page 69 of this Policy.
- The name of any member of staff considered not suitable to work with children will be notified to the DBS (Disclosure and Barring service), with the advice of ACAS/LAWCALL and LADO

## **What staff should do if they have concerns about safeguarding practices within the Setting**

- **All staff** and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the setting safeguarding regime and that such concerns will be taken seriously by the senior leadership team.
- Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the setting's senior leadership team.
- Where a staff member feels unable to raise an issue with their senior management team or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
  - General guidance can be found at <https://www.gov.uk/whistleblowing>
  - The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 - line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **Key personnel at our Setting:**

The **Designated Safeguarding Lead (DSL)** for child protection in this setting is:

GAYNOR HUNTER - PRESCHOOL MANAGER

Contact details:

St Nicolas Preschool, Boxhill Walk Tel: 01235 536061 email: [stnicolaspreschool@btinternet.com](mailto:stnicolaspreschool@btinternet.com)

The **Deputy Designated Safeguarding Leads** in this setting are:

MISS CLAIRE RICHARDSON AND MRS JAY ANDERSON

Contact details:



# St. Nicolas Pre-school & Playgroup

(Registered Charity No. 284755)  
Boxhill Walk, Abingdon, OX14 1HB

St Nicolas Preschool, Boxhill Walk Tel: 01235 536061 email: stnicolaspreschool@btinternet.com

To enable staff to inform the Chair of the Committee of safeguarding concerns, the current Chair's contact details are in the Safeguarding file which is accessible to all staff.

## **Roles and responsibilities:**

All settings must nominate a senior member of staff (DSL) to coordinate child protection arrangements and this person is named in this policy guidance. Our setting ensures that the designated safeguarding lead or a deputy should always be available (during opening hours) to discuss safeguarding concerns.

## **The Governing Body/Management Committee/Proprietor:**

The Preschool Committee and Preschool Manager undertakes the regular review of safeguarding related policies and procedures that operate in our Setting.

The Preschool Committee and Preschool Manager have a crucial role in monitoring and challenging staff on the effectiveness of safeguarding arrangements

The Preschool Committee and Preschool Manager ensure that:

- A DSL for safeguarding and child protection is a member of the senior leadership team and has undertaken the approved OSCB training in inter-agency working, in addition to generalist child protection training
- A child protection policy and procedures that are consistent with OSCB requirements, are reviewed annually and made available to parents on request
- Procedures for dealing with allegations of abuse made against members of staff including allegations made against the Manager are in place
- At least one person on an interview panels is trained in Safer Recruitment
- Safer recruitment procedures are in place that include the requirement for appropriate checks in line with national guidance
- A training strategy is in place that ensures all staff complete OSCB approved generalist training at three-yearly intervals. The DSL should complete Designated Lead Safeguarding training at two-yearly intervals
- Regular update sessions for staff regarding safeguarding take place, keeping staff up to date with any changes and ensuring that safeguarding remains a priority within the setting
- Arrangements to ensure that all temporary staff and volunteers are made aware of the Setting's arrangements for safeguarding and child protection
- The Preschool Committee and Preschool Manager nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the manager

- The Early Years Safeguarding Self-Assessment form is completed annually in line with the [Early Education Funding Term and Conditions](#) and returned to the local authority if/when requested. Any weaknesses or areas of concern identified in the Self-Assessment will be rectified without delay

#### **The manager:**

- Ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff
- Allocates sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the setting's whistle blowing procedures
- Ensures that child's safety and welfare is addressed through the curriculum.

#### **The Manager and Preschool Committee ensures that the DSL:**

- Is appropriately trained.
- Acts as a source of support and expertise to the Setting community
- Has an understanding of OSCB procedures
- Keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file
- Refers cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance and local procedure
- Notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- Ensures that when a child with a child protection plan leaves the Setting, their information is passed to their new Setting and the child's social worker is informed
- Attends and/or contributes to child protection conferences in accordance with local procedure and guidance
- Coordinates the Setting's contribution to child protection plans
- Develops effective links with relevant statutory and voluntary agencies
- Ensures that all staff sign to indicate that they have read and understood this policy
- Ensures that the child protection policy is updated annually



- Liaises with the nominated committee member and manager (where the role is not carried out by the manager) as appropriate
- Keeps a record of staff attendance at child protection training
- Makes this policy available to parents

### **Deputy DSL(s)**

The Deputy DSL is appropriately trained and, in the absence of the designated safeguarding lead, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

### **All staff will:**

Follow the Oxfordshire Safeguarding Children Board Procedures/Local Authority guidance in all cases of abuse, or suspected abuse (these can be found at [www.OSCB.org.uk](http://www.OSCB.org.uk)).

All staff will therefore:

- Understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children.
- Support the child's development in ways that will foster security, confidence and resilience
- Provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we contribute to assessments of need and support plans for those children where appropriate.
- Ensure that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral. See guidance on record keeping:
- [http://portal.oxfordshire.gov.uk/content/public/CYPF/Setting/behaviour\\_attendance/safeguarding\\_child\\_protection/Keeping\\_Child\\_Protection\\_Records.doc](http://portal.oxfordshire.gov.uk/content/public/CYPF/Setting/behaviour_attendance/safeguarding_child_protection/Keeping_Child_Protection_Records.doc)

### **Confidentiality**

- All matters relating to child protection are confidential
- The Designated Person will disclose personal information about a child or young person to other members of staff on a need to know basis only
- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another

- We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Social Care on this point
- We will take no names consultations with our LCSS team to discuss concerns we may have, but we understand that if they then ask for a name we will disclose those details and it will become a referral

## **Allegations against staff by a child**

- All staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults
- We understand that a child or young person may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the preschool manager or the most senior member of staff available
- The manager on all such occasions will discuss the content of the allegation with the Designated Officer's team for the Local Authority (LADO), **before taking any action.** In our county the named Designated Officer is:

Alison Beasley, Designated Officer (01865 815956),

LADO team 01865 810603 or

[Lado.safeguardingchildren@oxfordshire.gov.uk](mailto:Lado.safeguardingchildren@oxfordshire.gov.uk)

**Contact must be made with the Local Authority Designated officer or one of the assistant Designated Officer's before any internal investigation is commenced**

- If the allegation made to a member of staff concerns the manager themselves, the person receiving the allegation will immediately inform the other two safeguarding leads (and the Chair of the management committee) who will consult with local authority Designated Officers team, without notifying the manager first
- Our setting will follow the procedures for managing allegations against staff, as outlined in Keeping Children Safe in Education 2018
- Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with the Designated Officers team and the chair of the committee before making any decisions around suspension. Whilst any allegation is being investigated, the member of staff will not be left alone with children during a session.
- Our Setting agreement for other users requires that the organiser will follow LA procedures for managing allegations against staff and, where necessary, the suspension of adults from premises

**See flowchart Appendix B for further details**



# St. Nicolas Pre-school & Playgroup

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## Whistle blowing

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so
- All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues and appropriate advice will be sought from the Local Area Designated Officers Team where necessary
- See full details in our whistle blowing policy (policy number 32)

## Physical Intervention/Positive Handling

- Our policy on physical intervention/positive handling by staff is set out, as part of our Behaviour Policy
- Such events should be recorded and signed by a witness
- We recommend that staff who are likely to need to use physical intervention should be appropriately trained
- We understand that physical intervention of a nature which is both unreasonable and disproportionate to the circumstances and or causes injury or distress to a child may be considered under child protection or disciplinary procedures
- See full details in our behaviour management policy (policy number 4)

## Anti-Bullying

- Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Bullying is a safeguarding matter that if left unresolved can become a child protection matter. Our setting will take seriously any bullying concerns and both investigate and take action to protect pupils where appropriate
- We will liaise with the anti-bullying co-ordinator from OCC where appropriate <http://Setting.oxfordshire.gov.uk/cms/content/anti-bullying>
- See full details in our anti-bullying policy (policy number 3)

## Health & Safety

- Our Health & Safety policy, reflects the consideration we give to the protection of our children both physically within the Setting environment and, for example, in relation to internet use, and when away from the Setting when undertaking Setting trips and visits
- See full details in our safety policy (policy number 23)

## Children with Special Educational Needs

At our setting we recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying-without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

## Specific safeguarding issues

- All staff have an awareness of safeguarding issues, some of which are listed below. Staff are made aware that behaviours linked to the likes of drug taking, alcohol abuse, truancing and sexting put children in danger.
- All staff are made aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm, sexual violence/sexual harassment, sexting (also known as youth produced sexual imagery) and initiation/hazing type violence and rituals. Staff are clear about our policy and procedures with regards to peer on peer abuse.
- We are aware that safeguarding incidents and/or behaviours can be associated with factors outside the Setting and/or can occur between children outside the Setting. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that Setting and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

***Appendix A contains important additional information about specific forms of abuse and safeguarding issues.***

## Online safety and acceptable use of technology

At our setting we recognise that it is crucial to safeguard our pupils from potentially harmful and inappropriate online material. As such we ensure that children do not have access to the internet at preschool by not providing the keycode for the internet on the children's computer. Staff will only access the internet on their tablets for the purpose of Tapestry or planning activities.

## Allegations of abuse made against other children (Peer on Peer abuse)

Our staff recognise that children are capable of abusing their peers. In a situation where child abuse is alleged to have been carried out by another child, our child protection procedures should be adhered to for both the victim and the alleged abuser; this means it should be considered as a child care and protection issue for both children.

## Opportunities to teach children about safeguarding

In our setting we ensure our pupil are taught about keeping themselves safe through teaching and learning opportunities, as part of a broad and balanced curriculum.

## Dealing with Disclosures

**If a child asks to speak to you about a problem do not promise confidentiality  
but explain that it may be necessary to consult a colleague.**

### **Receive**

Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse. Listen quietly and actively, giving your undivided attention. Allow silences when needed. Do not show shock or disbelieve but take what is said seriously.

### **Reassure**

Stay calm, no judgements, empathise. **Never make a promise that you can keep what a child has said a secret.** Give reassurance that only those who need to know will be told. Reassure the young person that they were right to tell you.

### **React**

React to the child only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details.

Don't ask leading questions - keep the open questions e.g. 'is there anything else you want to say?'

If you need to try to get more details again keep to open questions, "tell me a bit more about that"

**If you do ask questions remember to record the questions you ask as well as the responses the young person gives**

Do not criticize the perpetrator; the child may have affection for him/her.

Explain what you will do next - inform designated safeguarding lead, keep in contact.

### **Record**

If possible make brief notes about what they are actually telling you at the time. Keep these notes, however rough they are. If you are unable to make notes at the time write down what was said as soon as you can.

Record what was actually said by the child rather than your interpretation of what they are telling you, be factual at all times

Record the date, time, place and any noticeable nonverbal behaviour.

## Report

Report the incident to the DSL and do not tell any other adults or children what you have been told.

**Never attempt to carry out an investigation of suspected abuse by interviewing the child or any others involved. This is a highly skilled role and any attempts by yourself could affect possible criminal proceedings.**

## Record Keeping

The DSL is responsible for ensuring that the necessary paperwork is completed and sent to the relevant people and stored in a safe and confidential place. This means that the records will be a coherent factual record of the concerns that are stored on individual children in a clear chronological order.

[http://Setting.oxfordshire.gov.uk/cms/sites/Setting/files/folders/folders/documents/safeguarding/Keeping\\_Child\\_Protection\\_Records.doc](http://Setting.oxfordshire.gov.uk/cms/sites/Setting/files/folders/folders/documents/safeguarding/Keeping_Child_Protection_Records.doc)

Information to be recorded:

- Child's name and date of birth
- Child in normal context
- The incident with dates and times
- A verbatim record of what the child or young person has said
- If recording bruising/injuries, describe position, colour, size, shape etc and time in book.
- Action taken.

## Information Sharing

Sharing information is an intrinsic part of any frontline practitioners' job when working with children and young people. More information including the 7 Golden Rules for information sharing can be found in the following document (updated to be in line with GDPR and Data Protection Act 2018).

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

## Monitoring and Review of this policy

All visitors in a professional capacity will have access to a copy of this policy and will have the opportunity to consider and discuss the contents. The policy will also be available to parents.

## APPENDIX A: FURTHER DEFINITIONS

### **Children missing from education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

### **Children with family members in prison**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

### **Child criminal exploitation: county lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>12</sup> should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;□
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

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

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people, (or a third person or persons) receive something, (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidations are common, involvement in exploitative relationships being characterised in the main by the child's or young person's limited availability of choice, resulting from their social/economic and/or emotional vulnerability. (DCSF 2009).

#### **Key Facts about CSE**

- Sexual exploitation often starts around the age of 10 years old. Girls are usually targeted from age 10 and boys from age 8.
- It affects both girls and boys and can happen in all communities.

- Any person can be targeted but there are some particularly vulnerable groups: Looked after Children, Children Leaving Care and Children with Disabilities.
- Victims of CSE may also be trafficked (locally, nationally and internationally).
- Over 70% of adults involved in prostitution were sexually exploited as children or teenagers.

Sexual violence or abuse against children represents a major public health and social welfare problem within UK society, affecting 16% of children under 16. That is approximately 2 million children.

## Good practice - Individuals

- Recognise the symptoms and distinguish them from other forms of abuse
- Treat the child/young person as a victim of abuse
- Understand the perspective/behaviour of the child/young person and be patient with them
- Help the child/young person to recognise that they are being exploited
- Collate as much information as possible
- Share information with other agencies and seek advice / refer to Social Care

## Good practice - Organisations

- Ensure robust safeguarding policies and procedures are in place which cover CSE
- Promote and engage in effective multi-agency working to prevent abuse
- Work to help victims move out of exploitation
- Cooperate to enable successful investigations and prosecutions of perpetrators

## Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

## Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone



who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases Setting staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis.

## So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. 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 HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

**Actions** If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

## Female Genital Mutilation FGM

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of existing child safeguarding/protection structures, policies and procedures.

FGM is illegal in the UK. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003.

Other than in the excepted circumstances, it is an offence for **any person (regardless of their nationality or residence status)** to:

- perform FGM in England, Wales or Northern Ireland (section 1 of the Act);
- assist a girl to carry out FGM on herself in England, Wales or Northern Ireland (section 2 of the Act); and
- Assist (from England, Wales or Northern Ireland) a non-UK person to carry out FGM outside the UK on a **UK national or permanent UK resident** (section 3 of the Act).

## Forced marriages (FM)

FM is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014 that came into force on 16 June 2014.

A FM is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage where both parties give consent.



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FM is illegal in England and Wales. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)

## Prevent

The Counter Terrorism & Security Act 2015

The Act places a Prevent duty on specified Setting to have “due regard to the need to prevent people from being drawn into terrorism”. The education and childcare specified authorities in Schedule 6 to the Act are as follows:

- The proprietors of maintained Setting, non-maintained special Setting, maintained nursery Setting, independent Setting (including academies and free Setting) and alternative provision academies, PRUs, registered early years providers, registered late years providers and some holiday schemes.

Settings, subject to the Prevent Duty, will be expected to demonstrate activity in the following areas -

- Assessing the risk of children being drawn into terrorism
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- Ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- Make sure that staff have training that gives them 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
- Expected to ensure children are safe from terrorist and extremist material when accessing the internet in Setting
- Please see the links below for further guidance and information around this

The Prevent Duty for Schools and Childcare Providers

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

**ALL staff should complete online training**

<https://www.elearning.prevent.homeoffice.gov.uk/>

[http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

## Sexting

Flowchart for Setting

<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/behavioursupportservice/SextinginSchools-FlowchartofConcern.pdf>

Information booklet

<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/behavioursupportservice/SextinginSchools-InformationBooklet.pdf>

## Risk assessment

<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/behavioursupportservice/SextinginSchools-RiskAssessment.pdf>

## Sexual violence and sexual harassment between children

### Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (Setting and should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: • non-consensual sharing of sexual images and videos;
- sexualised online bullying; unwanted sexual comments and messages, including, on social media; and sexual exploitation; coercion and threats

### The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).



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## **Children in need**

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

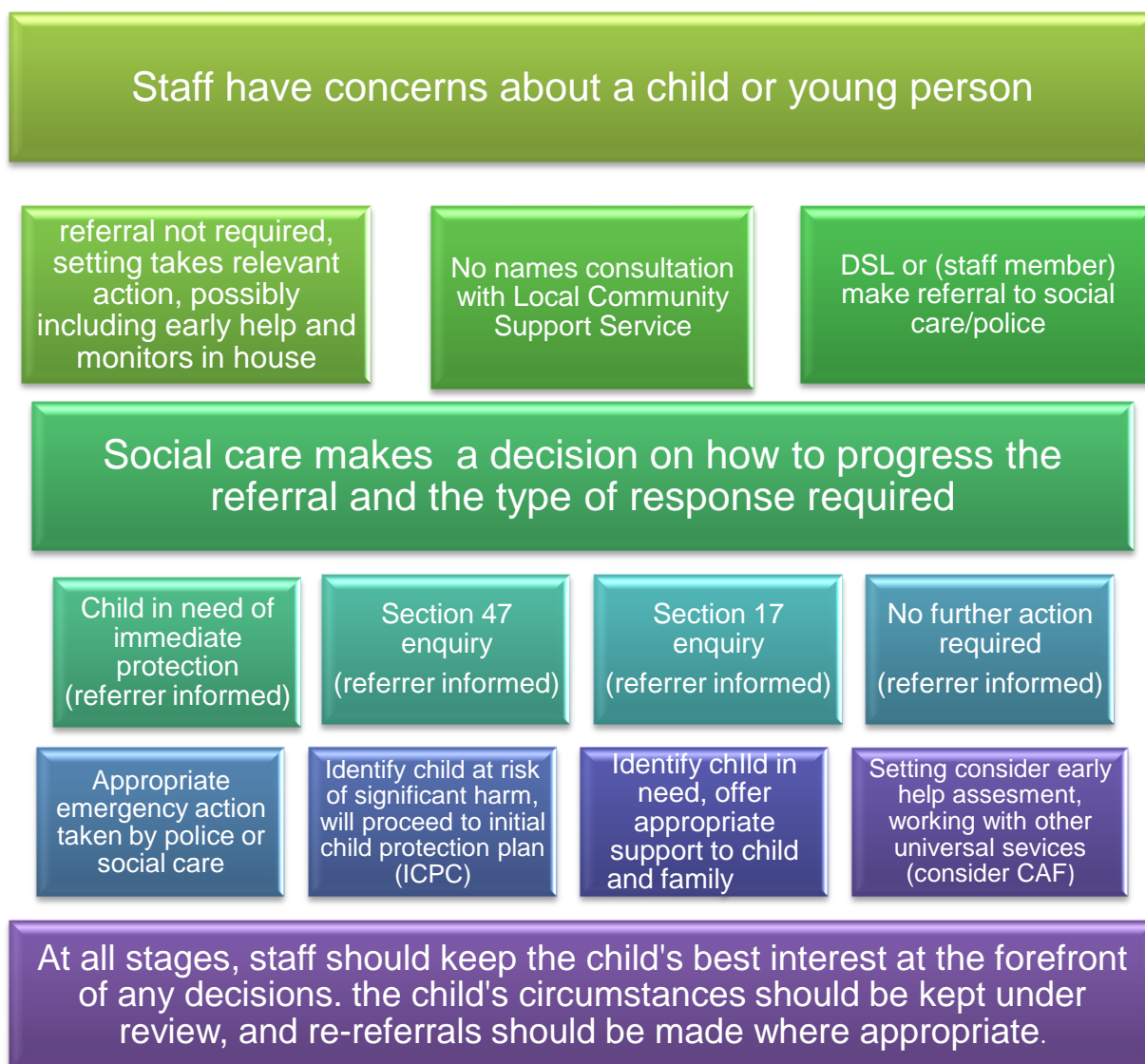
## **Children suffering or likely to suffer significant harm**

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.



## Concerns about a child - flowchart

## APPENDIX C



Please note the referrer should always receive feedback after a referral is made, or be involved in any ongoing meetings if the case progresses



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This Child protection and safeguarding policy was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary) Date \_\_\_\_\_

## 23) Safety Policy and Practice

The safety of young children is of paramount importance. In order to ensure the safety of both children and adults, the playgroup will ensure that all children are supervised by adults at all times and will always be within hearing of an adult.

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.3 Keeping safe 1.4 Health and well-being		3.3 The learning environment	

### ARRIVALS

- Individual members of staff supervise the front gate and door. Parents/carers are asked to bring their children into the preschool/playgroup room and ensure that a member of staff is aware that they have arrived. A register is taken as the children arrive, parents/carers are asked to telephone if their child is not able to attend.
- A sickness record is kept of illnesses in the group.
- An ongoing register of both adults and children is completed as people arrive and leave so that a complete timed record of all their hours of attendance at the session is available in an emergency.

### SAFETY DURING THE SESSION

- A book is available at each session for the reporting of any accident/incident. Any entries in the accident book are to be endorsed by the parent/carer to acknowledge the record. Regular safety monitoring will include checking of the accident and incident record.
- Safety checks on premises, both indoors & outdoors, are made at the start of every day.
- The main entrance is locked throughout the session; a key is close by at adults' height. Only pre-school staff may receive visitors at the locked door.
- The outdoor space is securely fenced and padlocked.
- The layout & space ratio allow children & adults to move safely & freely between activities.
- Fire exits are never obstructed and Fire exit/garden access is alarmed throughout session.
- Fires/heaters/electric points and leads are guarded.
- All dangerous materials, including medicines and cleaning materials are kept out of reach of children.
- Children do not have unsupervised access to kitchen, cooker or any cupboard storing hazardous material.
- Adults do not walk about with hot drinks or place them within reach of the children.
- Fire drills are held at least once a term and fire extinguishers are checked annually and staff know how to use them.
- There is NO smoking anywhere within the Pre-school grounds.
- A correctly stocked first aid box is available at all times.
- Whenever children are on the premises at least two adults are present.
- Activities such as cooking, woodwork and energetic play receive close and constant supervision.





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- On outings, the adult to child ratio will be at least one to two. There will always be a First Aider present on any outing. If a small group goes out, there will be sufficient adults to maintain appropriate ratios for those remaining on the premises.
- Equipment offered to the children is developmentally appropriate to their age and maturity.
- Equipment is checked regularly and any dangerous items repaired/discarded. Large equipment is erected with care and checked regularly.
- *Please also see our Safeguarding Policy (No.22) which outlines safe-guarding safety issues and procedures.*
- *Please also see our Health & Hygiene Policy (No.12) which outlines food hygiene procedures.*

## DEPARTURES

- A member of staff supervises the front door. Children are taken out to their recognised parent/carer and handed over to their care. Children will not be handed to an adult who does not have permission to collect the child, even if the adult is known to the group. If this is someone different from the usual parent/carer, the pre-school must have been informed in advance by completing the collection booklet or permission form.
- If a parent/carer is over 15 minutes late collecting with no explanation, the manager will try to contact the parent/carer and then the emergency contacts (see *Procedure for Parents Failing to Collect Child*).
- Once children are past the pre-school door they are the responsibility of the parent/carer through the attached school playground. The member of staff at the school gate is there to prevent school children leaving the premises, they are not responsible for pre-school children exiting.
- Pre-school staff are able to communicate with school office and pre-school in the event of any security issues by radio.

## FIRE SAFETY

- A member of staff (Gaynor Hunter) has completed the Fire Warden Training course and disseminated information to the other staff.
- Pre-school has completed a Fire Risk Assessment to ensure full compliance with safety standards and procedures.
- All workmen entering the pre-school to maintain the electrics should be in possession of a “hot work permit”.
- Annual safety checks for any gas appliances.
- Annual PAT testing.
- Annual safety checks for electrical appliances.

(continues on next page)



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## SAFETY GUIDELINES

TO BE READ BY ALL HELPING AT PRESCHOOL AND PLAYGROUP TO ENSURE THE SAFETY OF ALL CHILDREN IS PARAMOUNT

Before the start of each session a full risk assessment is carried out and a hazard test applied.

Entrance	To be <u>kept locked</u> unless instructed otherwise by the session supervisor
Session Rules	Please ensure that rules are <u>adhered to at all times</u> (Displayed on cupboard door by carpet area)
Fire	<u>Exits must be kept clear at all times</u> <u>Fire drill to be carried out as directed by staff</u> , the staff are instructed in the use of extinguishers
Electric points	<u>All sockets are for adult use only</u> and can be found in kitchen/office also on each wall of the main classroom at waist height
Kitchen	<u>Only accompanied children are allowed into the kitchen area.</u> Please ensure that all cables are kept at the back of the worktops and kettle emptied after use. Washing detergents are always kept out of reach or on top of wall units <b>Please remain in kitchen whilst drinking tea/coffee or other hot drinks</b>
First Aid Box	Is located in the office on the wall behind door <u>Notify staff if any stock is getting low</u> Emergency medicine (eg. epipen, inhalers) will be kept in an unlocked named box on staff locker cupboard in office.
Furniture/Play Structures/Toys	<u>They must stand securely</u> , both permanent and temporary ones and are placed away from walls/other equipment <u>Climbing equipment</u> is not more than two metres high and has <u>safety mats or safety surface below</u> . All climbing equipment should be set up at least 2 metres away from fences and walls. <u>Floor toys are placed away from doorways and climbing equipment.</u> <b>If anything is <u>broken or unsafe</u>, please <u>notify staff immediately</u></b>
Dressing up Clothes	Should be safe and have no <u>trailing pieces</u> e.g. elastic, ribbons or cords.
Resources	All resources used are <u>non-toxic</u>
Storage	Please ensure all items are <u>stacked securely</u> Move items with care and attention - if heavy or bulky get help or use trolley which is kept in the shed.



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## **EVACUATION/LOCKDOWN PRACTICE AND PROCEDURES**

### **IN THE EVENT OF AN EMERGENCY EVACUATION:**

Raise the alarm immediately by using fire bell (hung above the Evacuation Practice and Procedure sheet located on the wall outside the office door.)

Without taking personal risks, attack the fire, if possible, with the appliances provided.  
(There are 3 extinguishers in total of the relevant type, located by door to garden / foyer / kitchen)

If a child's clothing catches fire, roll the child immediately in the fire blanket  
(Fire blanket located in kitchen and outside the kitchen door)

### **ON HEARING THE BELL:**

The nominated person will call fire brigade immediately

Staff are responsible for checking specific areas (see below)

The staff will evacuate all children & adults from the building immediately, using the nearest exit

The assembly point is at the end of the garden  
(School field side of the fence)

Supervisor to take register, attendance sheets and a mobile phone  
Count and check child/staff numbers against register

Supervisor to contact parents via mobile phone to arrange collection by parents

Do not stop to collect personal belongings

Do not re-enter the building

### **FIRE PROCEDURE specific roles of staff:**

General Assistant - close off kitchen and exit building by front door, go over to school to raise the alarm. Stand by gate to lead fire engine.

Supervisor - take up the register, attendance sheets, rope and mobile phone. Get children to hold rope and come with her through the Fire Exit (Garden) door or Main door, together with any additional helpers (last out of building).

Assistant - check building

Assistant - toilets, store cupboard, foyer etc

Deputy - take lead on rope with children then assist manager to guide children to safety.

Manager - take register when in a safe place

*[The Manager is Gaynor Hunter, in her absence the role of the manager will be carried out by the deputy in charge of the session]*



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## **LOCKDOWN PROCEDURES**

If an external emergency occurs within the school grounds, or there is a risk of an intruder, then the setting manager must act quickly to assess the likelihood of immediate danger. In most cases the assumption should be that it is safer to stay put and place the setting into 'lockdown' until the emergency services arrive (with the exception of a fire within the building where evacuation procedures apply).

As soon as the emergency services arrive it is essential that staff comply with instructions at all times.

## **UPON ALERT TO LOCKDOWN**

The emergency signal for lockdown to commence is the word "Foxtrot". This is the same emergency signal used by St Nicolas School.

The setting manager/deputy will radio the school with the word "Foxtrot" and dial 999 to call the police. If the member of staff on the gate is alerted to an incident requiring lockdown, they should use the code word "Foxtrot" on their radio then make their way to the nearest safe place available and wait for the emergency services.

Preschool staff, children and any visitors should stay in the main room. Any member of staff on the preschool gate should be alerted verbally or if on the school gate, via the radio, and go to the nearest safe place available. If children are playing outside during lockdown, they should be brought back into the preschool building if safe to do so. If this is not possible, staff should guide them to the nearest safe place available.

Staff should secure all nearby doors and windows, close curtains/blinds where possible. Barricade doors with furniture if there is danger from an intruder

Stay low and keep calm, and await further instructions.

Stay away from windows and doors.

Tune into a local TV or radio station for more information if it is safe to do so.

Do NOT make non-essential calls on mobile phones or landlines.

Be alert.

Do NOT open the door once it has been secured until you are officially advised 'all clear' or are certain it is the emergency services at the door.

Do NOT assemble in large open areas.

Do NOT call 999 again unless you have immediate concern for your safety, the safety of others, or feel you have critical information.

## **FOLLOWING THE LOCKDOWN**

Co-operate with the emergency services to help in an orderly evacuation.

The Manager (or deputy in her absence) should have the Register and children's details with them.



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Any staff or children who have witnessed an attack or incident will need to tell the police what they saw.

The police may require other individuals to remain available for questioning.

## MANAGING PARENTS

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

Even then, depending on the severity and type of incident, children may need to be checked by medical teams or questioned by the police.

It must be made absolutely clear to parents that staff will be acting on the advice of the emergency services at all times.

With regard to getting information to parents during 'lockdown', the Manager/deputy should use the existing systems in place if possible for sending group messages, such as phone calls or emails. Discourage parents from ringing preschool directly for further updates during 'lockdown'; it will be vital that phone lines remain clear.

## THREAT LEVELS

Threat levels are designed to give a broad indication of the likelihood of a terrorist attack.

**LOW** means an attack is unlikely.

**MODERATE** means an attack is possible but not likely.

**SUBSTANTIAL** means an attack is a strong possibility.

**SEVERE** means an attack is highly likely.

**CRITICAL** means an attack is expected imminently.

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 calls to the police, call 101.**

This policy was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

## 24) Selecting Equipment / Toys Policy and Practice

The toys and equipment in our pre-school & playgroup provide opportunities for children, with and without adult help to develop new skills and concepts in the course of their play and exploration. We ensure that they are of a suitable design and condition, well maintained and conform to safety standards.

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.1 Child development 1.2 Inclusive practice		3.1 Observation, Assessment and Planning 3.2 Supporting every child 3.3 The learning environment	4.2 Active learning 4.4 Areas of learning and development

### *The equipment we provide:*

- Is appropriate for the ages and developmental stages of the children.
- Offers challenges to develop within the Seven Early Learning Goals namely:
- **The prime areas** (Communication and language, Physical development, Personal, social and emotional development), **The specific areas** (Literacy, Mathematics, Understanding the world, Expressive arts and design)
- Features positive images of people, both male / female, from a range of ethnic /cultural groups and with /without disabilities.
- Includes a range of raw materials, which can be used in a variety of ways and encourages an open-ended approach to creativity and problem solving.
- Will enable children with adult support to develop individual potential and move towards required learning outcomes.
- Conforms to all relevant safety regulations and is sound and well made.
- All equipment is checked and cleaned regularly and any damaged toys repaired or discarded. This is part of our daily Risk Assessment checks.
- Tables and chairs suitable for the children are arranged in such a way as to permit groups to play and eat together.



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This policy (**Selecting Equipment / Toys Policy and Practice** ) was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

## 25) Settling into Pre-school & Playgroup Policy and Practice

We want children to feel safe and happy and be able to share with their parents / carers afterwards the new learning experiences enjoyed in our Pre-school & Playgroup.

Our settling procedures aim to assist parents to help their children to feel comfortable in the Pre-school & Playgroup, to benefit from what we have to offer and to be confident that their parents / carer will return at the end of the session.

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.2 Inclusive practice 1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

In order to accomplish this we will:

- Help them to recognise other adults as a source of authority, help and friendship in the absence of their parents / carers.
- Encourage parents / carers to visit our Pre-school & Playgroup with their children during the term before an admission is planned.
- Introduce flexible admission procedures, if appropriate, to meet the needs of individual families and children.
- Make clear to families from the outset that they will be supported in the Pre-school & Playgroup for as long as it takes to settle their child.
- Introduce new families into the group on a staggered basis, for example two to three new children a day rather than new children all at once.
- Encourage parents / carers where appropriate, to separate from their children for brief periods at first gradually building up to longer absences.
- Reassure and support parents / carers whose children seem to be taking a long time to settle.
- Offer an opportunity for the whole family to attend an open morning, to meet staff and peers, held during the spring term before the child is due to start.





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This policy (**Settling into Pre-school & Playgroup Policy and Practice**) was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

## 26) Staffing, Employment and Recruitment Policy

### Policy Statement

We provide a staffing ratio in line with the 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 criminal and other records through the Disclosure and Barring Service in accordance with statutory requirements for staff and committee members.

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.3 Keeping Safe	2.4 Key person	3.2 Supporting every child 3.4 The wider context	

### Procedures

### STAFFING & EMPLOYMENT

We work towards an equal opportunities employment policy, seeking to offer equal opportunities to all job applicants and employees on the grounds of age, disability, gender/gender reassignment, marriage/civil partnership/pregnancy, race, religion or belief, sex and sexual orientation.

- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation.
- A high staff ratio is essential in providing good quality pre-school care. In our Pre-school & Playgroup we have at least one member to eight children during any one session.
- Our key person system ensures each child and family has one particular staff member who takes a particular interest in their child (see separate “Key Person” policy).
- Regular staff meetings to provide opportunities for staff to undertake curriculum planning, Training and to discuss the children’s progress and any difficulties.
- All staff are qualified or training in Early Years before taking on a key person role whilst keeping to qualified staff ratios.
- Regular training is available to all staff, both paid/volunteer members through Oxfordshire CPD online ‘Step into Training’. This is co-ordinated by our training officer ‘Gaynor Hunter’
- Our Pre-school budget includes an allocation towards training costs, administration and planning time for staff (see separate “Overtime Payments” policy).
- We support the work of our staff by means of biannual appraisals, supervision meetings and development training plans.
- A pension is available to all staff when starting and re-offered each year through NEST at appraisals.
- All staff will have relevant clearance checks with CAPITA and hold enhanced DBS clearances and sign up to update service before being given unrestricted access to children and sign an Equal Opportunities statement. No ‘Disqualified’ individuals will be employed.
- Committee members are checked by Ofsted, no ‘disqualified’ individuals will be adopted.
- In the event of an employee’s ‘disqualification’, Ofsted will be informed with the relevant information within 14 days.



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- Permission will be sought for the Manager to carry out an annual check of all staff enhanced DBS clearances. All staff are required to complete a declaration form regarding any amendments to their DBS and/or Ofsted clearance on an annual basis.
- All staff and committee members are required to sign a confidentiality agreement.
- We will renew staff DBS checks every three to four years, as well as asking staff to sign to say there have been no changes on an annual basis (during full appraisal) and asked the two association question of suitability. This is in line with Oxfordshire County Council guidelines.
- The Chairperson and committee are responsible for endorsing the role of manager as being a fit person. Enhanced DBS and Reference checks will be carried out alongside interview by committee to assess suitability.
- The committee will inform Ofsted of a change of manager or nominated person within 14 days of the appointment.
- At the end of their term, the outgoing Chairperson will interview the incoming Chairperson to ensure suitability (in replacement of the suitable person check by Ofsted).

## **RECRUITMENT**(See file of information in the pre-school office.)

### **JOB DESCRIPTION**

The job description sets out clearly the role and responsibilities for that particular member of staff.

### **ADVERTISING**

In order to offer equal opportunities to all we advertise all vacancies. The Advert will include a brief outline of the position vacant including hours, any skills or qualifications required, a contact person, closing date and how to apply. It will also include the requirements of gaining a DBS and barring list checks.

### **APPLICATION FORM AND EQUAL OPPORTUNITIES MONITORING**

An application is required to be completed by all applicants and will include an equal opportunities monitoring sheet. This is detached during the interview process.

### **SHORT LISTING**

Once the closing date expires a panel, minimum of 2, will shortlist independently against the job specification. Those selected for interview will be notified in writing with a time, date and place for the interview and those unsuccessful informed in writing thanking them for their application.

### **INTERVIEWING**

In order to be fair, a framework of questions is devised for use with each candidate. Scoring of candidates against this framework is used to assess candidates.

One member of staff from Preschool or our partnership school (St Nicolas Primary School) who has trained for 'Safer recruitment' will sit on the interview panel offering advice on recruitment issues (Mr Andrew Spooner, Headmaster of St Nicolas School). The Manager, Gaynor Hunter, has attended Safer Recruitment training.

The panel of interviewers meets to discuss all candidates and reach a decision on the successful candidate. If no candidates meet the requirements of the job the selection process is repeated.

An offer letter is sent to the successful candidate detailing the terms of the offer, start date, salary, hours of work and job description. It also includes a paragraph, stating the offer is subject to



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references, DBS checks, qualification verification, committee approval and satisfactory completion of the three month probation period.

On acceptance of the job by the successful candidate, rejection letters are sent to unsuccessful candidates thanking them for their application.

## REFERENCES & APPROVALS

- Two references including one from the most recent placement with children are required
- Approval from the registered committee
- Disclosure and Barring Service checks (no 'Disqualified' individuals will be employed)
- All gaps in employment will be investigated

## EMPLOYEE CONTRACT

The employee contract will include hours worked, rates of pay, disciplinary procedure etc

## INDUCTION

All employees receive an induction pack for the Pre-school.

This includes:

- Meeting team and orientation
- Policies, procedures and operational plan
- Expectation of staff re-punctuality, dress code, meeting attendance
- Hours of work, timetable, duties of all staff
- Probation period of 3 months
- Appraisals and supervision meetings
- Training and development plan
- First Aid training if applicable
- Fire training
- Equal opportunities statement
- Confidentiality agreement

This policy (**Staffing, Employment and Recruitment Policy**) was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

## 27) Student Placement Policy

We recognise that the quality and variety of work which goes on in the Pre-school makes it an ideal place for students on placement from school and college childcare course as well as those of the Diploma in Pre-school Practice or Tutor Fieldworker courses.

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.3 Keeping safe	2.4 Parents as partners	3.2 The wider context	

Students are welcomed in our Pre-school on the following conditions;

- The needs of the children are paramount. Students will not be admitted in numbers, which hinder the essential work of the Pre-school.
- Students must be confirmed by their tutor as being engaged in a bona fide childcare course, which provides necessary background understanding of children’s development and activities.
- Students required to conduct child studies will obtain written permission from the parent / carer of the child involved and the Manager before commencing study.
- Any information gained by the students about the children, families or other adults in the Pre-school must remain confidential at all times.
- Students are required to sign a workplace contract with the Pre-school.
- A ‘Riddor’ form will be completed on line for any adult or student accidents on premises.
- Unless registered as a ‘Suitable person’ a student will not have unrestricted access to children.
- *(To be registered as a ‘Suitable person’ routine checks with Ofsted and an Enhanced DBS will be carried out first)*
- *Risk assessment from referring school (please also see our “Child Protection” policy).*

This policy was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

## 28) Teaching and Learning Policy

We aim to promote a love of learning within a happy, safe and stimulating environment both inside and out. We provide a creative and challenging curriculum in order to encourage children's confidence, independence and self-esteem. Every child is recognised as an individual learner with unique qualities. Children are regularly observed to ensure their learning is supported and extended using their individual interests and needs. We are committed to building secure relationships with parents and carers using the Key person system. The Early Years Foundation Stage document is the framework for which the Foundation Stage partnership is run.

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.2 Inclusive practice 1.3 Keeping safe		3.1 Observation, assessment and planning 3.2 Supporting every child 3.3 The learning environment	4.2 Active learning 4.4 Areas of learning and development

### Teaching and Learning

We build upon children's interests and plan for an exciting and engaging curriculum. Children learn from a wide range of activities which reflect all Seven Early Learning Goals.

#### *The prime areas*

Communication and language  
Physical development  
Personal, social and emotional development

#### *The specific areas*

Literacy  
Mathematics  
Understanding the world  
Expressive arts and design

Activities are a balance of planned activities, adult focused activities and child-initiated tasks. Some activities will have a planned challenge and others are left for children to participate in freely enabling them to develop.

### Provision

Provision is organised to promote confident, independent learners who are excited about learning new skills, concepts and ideas. Our environment promotes all Seven Early Learning Goals and resources are stored to allow children to access them independently. In the preschool and Reception classes a visual timetable is used to prepare the children for the activities. In Reception the children sign their name into chosen activities to help us ensure they are experiencing a broad range of activities. Strategies are used at preschool by staff to ensure this is also taking place.



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Displays are a celebration of children's independent and adult-led learning and all attempts at recording are valued and celebrated. We ensure children are exposed to a variety of text fonts for a range of different purposes. We promote children's thinking and questioning skills and encourage them to be confident in asking why and how questions.

Children from the preschool visit the Foundation Stage class each week during the year for a shared activity e.g. singing/free play and staff from the Foundation Stage class visit the children in Pre-school during the summer term before they start school.

## Outdoor Learning

The outdoor learning environment is seen as an integral part of the Foundation Stage and is an essential part of the curriculum. It is therefore planned with as much detail as the inside environment to ensure all Seven Early Learning Goals are covered. In the Foundation Stage classes visit Forest Schools during the year which allows them to explore the outdoor environment on a larger scale. Preschool children are encouraged to explore and enjoy the outside using different themed areas to build children's knowledge and expand their physical skills.

## Assessment

Assessments in Foundation Stage are an ongoing and integral part of everyday practice. Assessment techniques range from incidental observations of children undertaking learning, planned narrative observations and tracking observation which follows a child's journey around the environment. This at times focuses on large groups or individual children. The observations are discussed at team meetings and used to plan the following weeks activities. Observations feed in to Individual Learning Journeys which plan for each child's next steps. Observations and photographs are gathered over the year and used to complete the Foundation Stage Profile at the end of the Foundation Stage. There is also an online assessment carried out three times a year which help us to improve in areas that need it and grade children on the EYFS scale for future IEP'S.

## Equal Opportunities

Our aim is that every child is given the opportunity to learn and develop to their full potential in every area of Preschool and School life regardless of sex, race, ability, social class, religion or appearance [see our Equal Opportunities policy]

## Special Educational Needs

We recognise that children progress and develop at different rates and at different times.

**We work closely with outside agencies to support children with Special Educational Needs. Early monitoring and liaison with parents is integral to our provision for SEN [see our SEN policy for further details]**

This policy was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

## 29) Uncollected Child Policy

In the event that a child is not collected by an authorised adult at the end of a session, the setting puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We will ensure that the child receives a high standard of care in order to cause as little distress as possible.

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

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.4 The wider context	

### Procedures

- Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:
  - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or a close relative.
  - Place of work, address and telephone number (if applicable).
  - Mobile telephone number (if applicable)
  - Permission Form - including telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a child minder 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 us in writing of how they can be contacted.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with written details of the name and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.
- We inform parents that we apply our child protection procedures as set out in our child protection policy in the event that their children are not collected from setting by an authorised adult within one hour after the session has closed and the staff can no longer supervise the child on our premises.
- If a child is not collected at the end of the session, we follow the following procedures:
  - The child's file is checked for any information about changes to the normal collection routines.
  - If no information is available, parents/carers are contacted at home or at work





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- If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting - and whose telephone numbers are recorded on the Registration Form - are contacted.
- All reasonable attempts are made to contact the parents or nominated carers.
- The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
- If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
- We contact our local authority children's social services care team (01865 897983)
- The child stays at the setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
- Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances do staff go to look for the parent, nor do they take the child home with them.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- Ofsted may be informed (0300 1231231)

## Late Pick up

- **We have a late pick up book parents are asked to sign if they are later than 10 minutes. This is monitored by Chairperson and Manager. If the reason is considered unreasonable a charge of £5 is billed.**

This policy was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

## 30) Key Person Policy

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the 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 work.

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 within 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 Welfare Requirements of the Early Years Foundation Stage (EYFS April 2017). Each setting must offer a key person for each child.

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.2 Inclusive Practice 1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key Person	3.2 Supporting Every Child 3.3 The Learning Environment	4.4 Personal, Social and Emotional Development

### Procedures:

- We allocate a key person before the child starts pre-school or school.
- The key person is responsible for the induction of the family and for settling the child into our setting.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and coordinates the sharing of appropriate information about the child's development with those carers.
- A key person is responsible for development records and for sharing information with the child's parents. In school this is done alongside the class teacher.
- The key person encourages positive relationships between children in his/her key group, spending time with them as a group.
- We promote the role of the key person as the child's primary carer in our setting, and as a basis for establishing relationships with other staff and children.
- We use pre-start visits and the first session at which the child attends to introduce the key person to the child and the family and share key information.
- We provide the family with a photograph and a welcome message from their key person.
- After the first term we offer parents/carers the opportunity to discuss their child's progress with their key person and plan for the next steps, thereafter we offer them the opportunity to discuss and contribute to their child's education.



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This policy (**Key Person Policy**) was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

## 31) Administering Medicines

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 prescribed 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 GP's 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, it is advised that the parent keeps the child at home for the first 48 hours to ensure no adverse effect as well as to give time for the medication to take effect.

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

The nominated person (Manager/Deputy or Key person) is responsible for the correct administration of medication to children. 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 nominated person, the deputy is responsible for the overseeing of administering medication.

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child	

### Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- Only prescribed medication is administered. It must be in date and prescribed for the current condition.
- In exceptional circumstances conditions relating to febrile convulsions will be treated using children's paracetamol, where parents have given preschool their written permission.
- Medicines containing aspirin should only be given if prescribed by the doctor.
- 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:
  - full name of child and date of birth;
  - name and medication and strength;
  - who prescribed it;
  - dosage to be given in the setting;
  - how the medication should be stored and expiry date;
  - any possible side effects that may be expected should be noted; and
  - signature, printed name of parent and date.

- Details of the children who receive medication, as well as parental consent forms, are kept confidentially in the First Aid cupboard. All medical information is passed on to the relevant members of staff following the child induction meeting (between Manager and parent).
- The administration is recorded accurately each time it is given and is signed by staff. Parents sign the record book to acknowledge the administration of a medicine. The medication record book records:
  - name of the child;
  - name and strength of medication;
  - the date and time of does;
  - dose given and method; and is
  - signed by the nominated person; and is verified by parent signature at the end of the session or as per the care plan.

### *Storage of medicines*

- All non-emergency medication is stored safely in a locked cupboard or refrigerated. All emergency medication is kept in a location accessible to staff but out of the reach of children. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.
- The nominated person is responsible for ensuring medicine is handed back at the end of the day to the parent (as per entries in the preschool diary).
- For some conditions, medication may be kept in the setting. Nominated persons check that any medication held to administer on an as and when required basis, or on a regular basis, is in date and returns any out-of-date medication back to the parents.
- Non-emergency medication is stored in a locked first aid box in the office/fridge.
- Emergency medication is stored in a plastic box above the lockers within the office or if necessary in the fridge in the kitchen.
- Staff are informed as to the location of medication as part of their induction programme.
- 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 nominated person / carer 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 on-going medication:*

- A risk assessment is carried out for each child with long term medical conditions that require on-going 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 nominated 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 is part of the risk assessment.
- The risk assessment includes vigorous activities and any other preschool activity that may give cause for concern regarding an individual child's health needs.



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- The risk assessment includes arrangements for taking medicines on outings and the child's GP's advice is sought if necessary where there are concerns.
- A health care plan for the child is drawn up with the parent; outlining the nominated 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 at each child review meeting with the parent 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 nominated 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, unless they are accompanied by a parent.
- Medication for a child is taken in a sealed plastic box clearly labelled with the child's name, name of the medication, inside the box is a copy of the consent form and a card to record when it has been given, with the details as given 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, name of the medication. Inside the box is a copy of the consent form signed by the parent.

## **Legal framework**

- Medicines Act (1968)

This policy was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

## 32) Whistle Blowing Policy and Procedure

Whistle blowing encourages and enables employees and committee volunteers to raise serious concerns within the organisation of St Nicolas Pre-school rather than overlooking a problem or “blowing the whistle outside”. St Nicolas Pre-school is committed to the highest possible standards of openness, probity and accountability. In line with that commitment we expect employees, and others that we deal with, who have serious concerns about any aspect of our work to come forward and voice their concerns whilst remaining protected from any subsequent discrimination.

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.2 Inclusive practice	2.1 Respecting each other	3.4 The wider context	

### Aims

- Ensure staff understand their responsibilities and feel confident in raising and reporting a serious concern at the earliest opportunity
- Provide avenues for staff to raise concerns and receive feedback on any action taken
- Ensure that staff receive a response to their concerns and that they are aware of how to pursue them if they are not satisfied
- Reassure staff that they will be protected from possible reprisals or victimisation if they have made any disclosures in good faith

The whistle blowing policy is intended to cover major concerns that fall outside the scope of other procedures. These include:

- The inappropriate treatment or care of a child
- Any breach in the behaviour of manager, staff, student, committee member or volunteer
- Discrimination of any kind
- Concerns that could impact on the health and safety of the children or adults

### Procedures

- A concern can be initially raised by any staff member to their line manager and/or an Officer of the Management Committee.
- Discuss the nature of the concern together with the background, history of the concern and provide the relevant dates of incidents.
- There is no expectation that staff prove beyond doubt the truth of their suspicion; however they will need to demonstrate that they are acting in good faith and there are reasonable grounds for their concern.
- All employees will be treated fairly.



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Concerns will be dealt with in the following way:

- Initial enquiries will be made to decide whether an investigation is appropriate and if so what form it should take.
- The incident will be investigated by the line manager and/or Committee member and/or Ofsted and/or OCC Rep
- If appropriate it will be referred and put through established Safeguarding children procedures and may form the subject of an independent inquiry
- Within ten working days of a concern being raised, the member of staff will receive in writing:
  - Acknowledgment that the concern has been received
  - An indication as to how Ofsted / OCC Rep will proceed to deal with the matter
  - Supply the member of staff with information on staff support mechanisms
  - Inform the member of staff concerned as to whether any further investigation will take place and if not, why not.

It may be necessary for Ofsted/OCC Rep to interview staff to ensure that their disclosure is fully understood. Any meeting can be arranged away from the workplace, if so wished, and a representative or a friend may accompany the involved member of staff for support.

If there are any difficulties experienced as a result of raising a concern, support will be offered. Pre-school has two trained Safeguarding Officers (Gaynor Hunter, Claire Richardson) who will be available as a support mechanism if required.

Staff will be kept informed, of the progress and outcome of any investigation to assure that any disclosure has been properly addressed unless legal reasons determine otherwise

Confidentiality - will be maintained and every effort will be made not to reveal a member of staff's identity if they so wish. If however a member of staff makes an allegation frivolously maliciously or for personal gain, appropriate action, that could include disciplinary action, may be taken.

The Public Interest Disclosure Act 1998 seeks to protect employees from discrimination as a result of 'blowing the whistle' on their organisation, or individuals within it, through amendments to employment law.

This policy was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_



## 33) British values & Prevention duty Policy

### EYFS key themes and commitments

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
1.1 Skilful communicator 1.2 Equality & Diversity	2.1 Respecting each other. 2.2 Respecting diversity	3.4 The wider context 3.2 Supporting every child.	4.3 Making connections. Transforming understanding.

On the 1<sup>st</sup> July 2015 the prevent duty became law. We take due regard to preventing people being drawn into terrorism. We aim to protect children by being alert to any reason for concern in a child's life. This includes extremist views.

British values are a set of four values introduced to help keep children safe and promote their welfare -as is the duty of all providers following the EYFS.

The values are :

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect and tolerance of different faiths and beliefs.

In order to accomplish this we will:

- Assess the risk of children being drawn into terrorism.
- Demonstrate we are protecting children from being drawn into terrorism with our robust safeguarding policy.
- Take account of policies and procedures of the local Safeguarding Children Board checking update regularly
- Provide in house training for staff to give them knowledge and confidence in identifying children at risk of being drawn into terrorism, and extremist ideas.
- Ensure children are safe from terrorist and extremist material when accessing the internet.

This can be done by:

1. **Democracy:** making decisions together, for example giving opportunities to develop enquiring minds in an atmosphere where all questions are valued.
2. **Rule of law:** Understanding rules matter and that with collaboration children can create rules and codes of behaviour promoting Personal, Social and Emotional values.
3. **Individual liberty:** value and respect that we are all different and that freedom for all give us the right to have different opinions.
4. **Mutual respect and tolerance:** Share and respect with others and treat others as you want to be treated.



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**We will find out more about how to actively promote British values by using guidance from The Common Inspection Framework**

**The Early year inspection handbook**

**Inspecting safeguarding in early years guidance**

British values are embedded in our day-to-day activities with children. We learn about the world in which they live and develop their understanding of life in modern Britain. This includes everything we do. We live in an increasingly diverse society and we will teach children to live together peacefully. Each child in our group is a valuable part of our multicultural world.

This includes teaching children to be kind, helpful and respectful of others. Be part of our local community. We plan and celebrate festivals and mark special days from the world around us. That we do not all have the same beliefs and that is ok.

We teach children to work together as a group to plan times where children should listen, take turns and value contributions from others.

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.

Our 'Understanding the World' Co-ordinator will provide new resources from all over the world.

We at St Nicolas preschool invite parents and families into our group to share their life experiences, culture and respect each one as their own beliefs. We believe this sharing ethos helps our group to succeed in offering our children the very best start in life.

This policy was adopted at a meeting of the St. Nicolas Pre-school Committee.

Signed \_\_\_\_\_ (Chairperson) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Treasurer) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Secretary) Date \_\_\_\_\_ Signed \_\_\_\_\_ (Member) Date \_\_\_\_\_



## 34) Workplace Pensions Policy

From 1<sup>st</sup> July 2016

This policy was developed using Government guidance and support from Devon Payroll (PLA)

### Policy Statement

This procedure has been written to ensure that St Nicolas Pre-school meets and shall continue to meet the requirements of the Government Pension Regulator in the administration and operation of a workplace pension scheme.

### Pension Scheme Provider

The management has decided that the pre-school shall use NEST pension scheme. It has also decided to use qualifying earnings for pensionable pay. The pre-school as an employer will make minimum contributions.

### Scheme References

The pre-school pension scheme reference numbers are: EMP000928110

The agreed place to store all information regarding pension is in preschool.

This information will be kept for seven years:

### Auto Enrolment

The law on workplace pensions requires that every employer with at least one member of staff has to enrol those members of staff who are eligible into a workplace pension scheme and contribute towards it.

We have to set up a pension even if no employee takes it up or no workers are eligible.

This is called 'automatic enrolment' because it is automatic for staff – they don't have to do anything to be enrolled into a pension scheme.

Who will be enrolled into the pension scheme depends on qualifying earnings. It will be necessary to enrol automatically and make contributions for anyone who:

- Isn't already a member of a qualifying scheme;
- Works or usually works in the UK,

- Is an eligible job holder
- Is at least 22 but under State Pension age
- Earn at least £10,000 per year

The following workers also need to be enrolled, **if they ask us to**:

- Non-eligible jobholders,
- Workers without qualifying earnings, also known as entitled workers.

The pre-school will need to make contributions for non-eligible jobholders as well and can choose to make contributions for workers without qualifying earnings.

## Legal Requirements

The pre-school has a legal obligation to inform employees on how the new reforms affect them, even if they are not eligible for auto enrolment. This means we have to let them know:

- When they have been automatically enrolled or have the right to opt in;
- Whether they are entitled to contributions from the pre-school and how much they will need to contribute;
- About the scheme the pre-school has chosen;
- When they will be affected.
- About postponement

Once an employee has joined a pension scheme they deal direct with the scheme, not with the employer.

## Scheme Management

The scheme shall be managed through the service provided by the preschools payroll agent, Devon Pre-school Learning Alliance (DPLA). They will conduct the following on our behalf:

- Assess all staff for eligibility;
- Provide all correspondence required to be provided to staff;
- Calculate and deduct contributions each month;
- Supply monthly automatic enrolment reports and advise payments required to be made to the pension provider;
- Keep all required records;
- Implement any agreed postponements;
- Conduct the triennial re-assessment.



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The pre-school treasurer on behalf of the pre-school will undertake the following activities:

- Submit monthly contribution information to the pension provider.
- Pay the pension provider
- Complete the declaration of compliance or nominate DPLA to do this at a cost of £40 plus VAT.

## Further Guidance

- The pensions Regulator – Detailed Guidance for Employers  
<http://www.thepensionsregulator.gov.uk>
- National Employment Savings Trust (NEST) – Step by Step Guide  
<http://www.nestpensions.org.uk>

This policy was adopted by	St Nicolas preschool
On	16/06/2016
Date to be reviewed	12 Months from adoption
Chairperson .....	Print.....
Secretary.....	Print.....
Treasurer.....	Print.....



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## Legal Requirements

The pre-school has a legal obligation to inform employees on how the new reforms affect them, even if they are not eligible for auto enrolment. This means we have to let them know:

- When they have been automatically enrolled or have the right to opt in;
- Whether they are entitled to contributions from the pre-school and how much they will need to contribute;
- About the scheme the pre-school has chosen;
- When they will be affected.
- About postponement

Once an employee has joined a pension scheme they deal direct with the scheme, not with the employer.

## Contributions

There will be a legal minimum contribution for all enrolled employees. Currently this is 2% of qualifying earning, of which \_\_\_\_\_ will need to pay at least 1%. The pre-school, should it be agreed, could pay more.

Minimum contributions will increase over the next few years,

As employer the pre-school shall make the minimum contributions to the scheme as follows:

- From staging date to 20<sup>th</sup> September 2017 – 1%;
- From 1<sup>st</sup> Oct 2017 to 30<sup>th</sup> Sept 2018 – 2%;
- From 1<sup>st</sup> Oct 2018 – 3%.

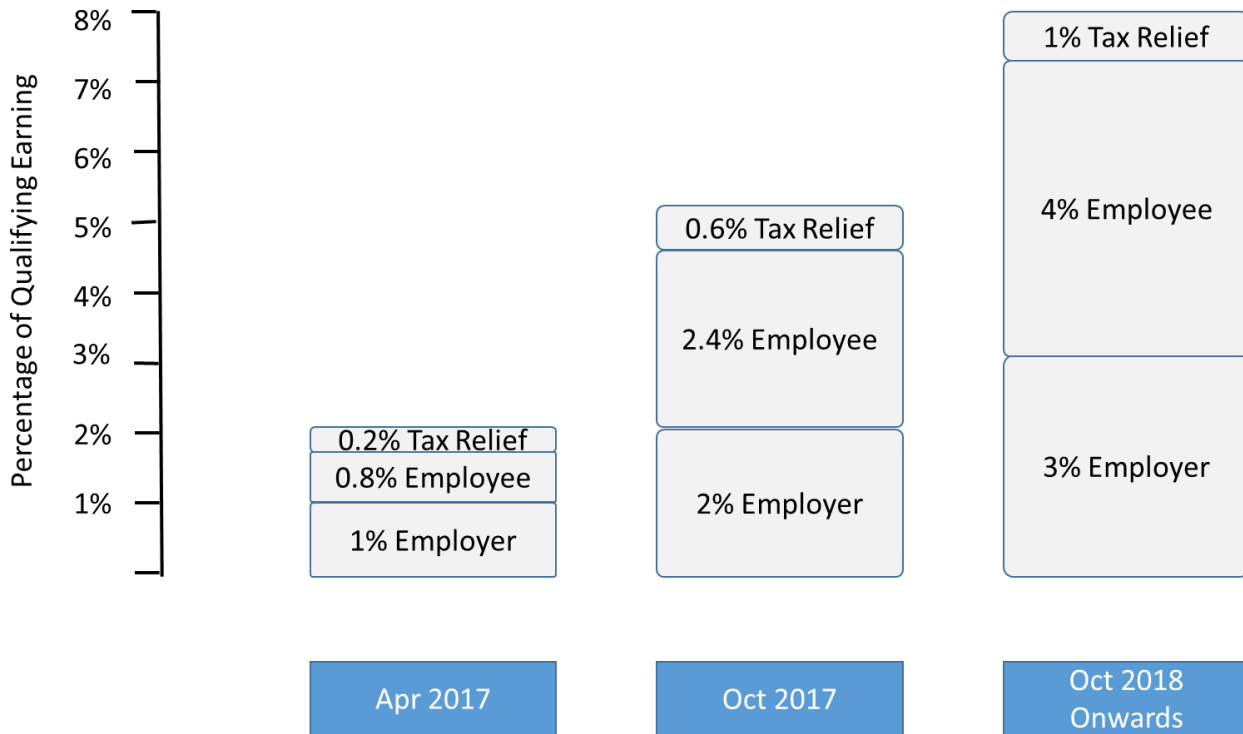
Or

We have decided to make the following higher contributions

Employees of \_\_\_\_\_ I shall make the following contributions:

- From staging date to 20<sup>th</sup> September 2017 – 1%;
- From 1<sup>st</sup> Oct 2017 to 30<sup>th</sup> Sept 2018 – 3%;
- From 1<sup>st</sup> Oct 2018 – 5%.

They may pay more than this if they choose



**Figure 2 – Pension Scheme Contributions**



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## Scheme Management

The scheme shall be managed through the service provided by the preschools payroll agent, Devon Pre-school Learning Alliance (DPLA). They will conduct the following on our behalf:

- Assess all staff for eligibility;
- Provide all correspondence required to be provided to staff;
- Calculate and deduct contributions each month;
- Supply monthly automatic enrolment reports and advise payments required to be made to the pension provider;
- Keep all required records;
- Implement any agreed postponements;
- Conduct the triennial re-assessment.

The pre-school treasurer on behalf of the pre-school will undertake the following activities:

- Submit monthly contribution information to the pension provider.
- Pay the pension provider
- Complete the declaration of compliance or nominate DPLA to do this at a cost of £40 plus VAT.

## Further Guidance

- The pensions Regulator – Detailed Guidance for Employers  
<http://www.thepensionsregulator.gov.uk>
- National Employment Savings Trust (NEST) – Step by Step Guide  
<http://www.nestpensions.org.uk>

This policy was adopted by	_____	(name of provider)
On	_____	(date)
Date to be reviewed	12 Months from adoption	(date)
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	





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