



## **POLICIES AND PROCEDURES**

Sandon Cygnets Preschool  
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Ofsted Number: 146865  
Charity Number: 803735  
Preschool Learning Alliance Member Number: 2647



# CONTENTS

## Safeguarding & Welfare Requirements

### 1. Child Protection

- Children's Rights and Responsibilities
- Safeguarding Children, Young People and Vulnerable Adults
- Anti-Radicalisation
- Looked After Children
- Arrival, Collection & Uncollected Child
- Missing Child
- E-safety
- Fire Safety and Emergency Evacuation

### 2. Suitable People

- Employment & Staff
- Student Placement
- Staff Code of Conduct?
- Whistleblowing

### 3. Staff Qualifications, Training and Support

- Induction of Employees and volunteers
- First Aid
- Manual Handling
- Performance Management Policy (Appraisals and Supervisions)
- Working from home
- Quality Assurance

### 4. Key Person

- Key Person & Settling in
- Parental Responsibility

### 5. Child Ratios

- See Employment & Staff



## 6. Health

- Administering Medicines
- Managing Infection Diseases, Illnesses and Allergies
- **Recording and Reporting of Accidents and Incidents**
- Nappy Changing and Intimate Care
- Food and Drink
- Asthma
- Food and Drink
- Sun Protection
- Bereavement

## 7. Managing Behaviour

- Promoting Positive Behaviour
- Biting Policy

## 8. Safety and Suitability of premises, environment and equipment

- Health and Safety
- Maintaining Children's Safety and Security on Premises
- Outings and Visits
- Risk Assessment
- Fire Safety and Emergency Evacuation (see above)
- Animals in the setting
- No smoking
- Staff Personal Safety
- Babysitting
- Emergency Closure
- Equipment and Resources

## 9. Equal Opportunities

- Inclusion
- Equality an
- British Values

## 10. Information and Records

- Admissions policy making including payment and fees
- Complaints
- Confidentiality
- EYFS Policy
- Environmental



ne hard copy of the policies and procedures will be kept in the setting. Parents and staff will be provided with the option of having a copy on disc in line with our environmental policy. However, a paper copy will be made available to those who find it difficult to access a PC.

The current post holders are as follows:-

Co-manager – Kerry Cain  
Co-manager – Peta Mitchell  
Safeguarding – Angela Hall  
Deputy Safeguarding – Peta Mitchell  
Health & Safety – Sonia Parker  
SENCo – Kerry Cain  
GDPR and Data Protection - Peta Mitchell  
Named person for Behaviour Management – Kerry Cain  
Inclusion – Kerry Cain  
Fire Safety Officer (Cygnets) - Sonia Parker  
Fire Safety Officer (Sandon JMI) - Tracey Wilson

Sandon Cygnets Committee Members (with responsibility)  
Chair of Committee - Emma McGill  
Treasurer - Angela Hall

**Signed** \_\_\_\_\_  
**Co- Managers, Cygnets Pre-School**

**Signed** \_\_\_\_\_  
**Chair of Committee, Cygnets Pre=School**

• **November 2018**

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# CHILDREN’S RIGHTS AND ENTITLEMENTS POLICY

## Policy Statement

At Cygnets Pre-School we promote children’s right to be strong, resilient and listened to by creating an environment that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.

- We promote children’s right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.
- We promote children’s right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-being	2.1 Respecting Each Other 2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key Person	3.1 Observation, Assessment and Planning 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 4.4 Areas of Learning and Development

## Procedure

### What it means to promote children’s rights and entitlements to be ‘strong, resilient and listened to’.

To be strong means to be:

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

To be resilient means to:

- be sure of their self-worth and dignity;
- be able to be assertive and state their needs effectively;
- be able to overcome difficulties and problems;
- be positive in their outlook on life;



- be able to cope with challenge and change;
- have a sense of justice towards self and others;
- to develop a sense of responsibility towards self and others; and
- to be able to represent themselves and others in key decision-making processes.

To be listened to means:

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

The pre-school pays due regard to the United Nation's Convention on the Rights of the Child.



# SAFEGUARDING CHILDREN POLICY

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

### Introduction

The staff at Cygnets Pre-School believe that all children have a right to be protected from harm. Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. All staff and volunteers working in the pre-school have a pastoral responsibility towards the children in the pre-school and they must ensure that the correct procedures are followed in order to protect children from harm, abuse or further abuse. We also have a legal duty under sections 17 and 47 of the 1989 Children Act to safeguard children and promote their welfare and to assist local authority social services acting on behalf of children in need or enquiring into allegations of child abuse.

### Policy statement

Our safeguarding policy is based on the three key commitments, which are:

1. Commitment to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.
2. Commitment to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG 2006).
3. Commitment to promoting awareness of child abuse issues through training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to. Our procedures for delivering each of these three commitments are detailed on the following pages.

### Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-Being	2.1 Respecting Each Other 2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key Person	3.1 Observation, Assessment and Planning 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 4.4 Areas of Learning and Development

### Procedure

Our procedures to ensure we meet the three key commitments are as follows:

#### Key commitment 1 – Commitment to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.

Staffing/recruitment procedures to ensure a culture of safety

- We have a designated member of staff who co-ordinates child protection issues.(DSP)
- We also have a designated deputy staff member for child protection issues.(DDSP)
- We ensure all staff and parents are made aware of our safeguarding policies and procedures.
- All staff have an up to date knowledge of safeguarding issues, are alert to the signs and symptoms of abuse and understand their professional duty to ensure safeguarding concerns are reported to the local authority children's social work team or to the NSPCC.
- All staff undertake PREVENT online training and have understanding of how it relates to our setting.
- The designated person (see p.3) attends WRAP training (Workshop to raise awareness of PREVENT).
- All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value, but can be respectfully sceptical.



- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure and Barring Service (DBS) before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and DBS checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised.
- We abide by the Safeguarding of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern. (see also 'Disciplinary Action' under commitment 2).
- Visitors/access procedures to ensure a culture of safety
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- We ensure that children do not leave the premises unsupervised
- We ensure that visitors and parents are accompanied at all times
- Staff will have regard to the whereabouts of other people in the building and of other users on the premises

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

### **Responding to suspicions of abuse**

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play, deterioration in their general wellbeing.
- Where such evidence is apparent, the child's member of staff/volunteer makes a dated record of the details of the concern and discusses what to do with the setting leader or manager who is acting as the 'designated person'. The information is stored in a locked cabinet used only for Safeguarding files.
- We refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigation. In some cases this may mean the police or another agency identified by the Local Safeguarding Children's Board.
- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- We use the detailed procedures and reporting format used by Hertfordshire when making a referral to children's social care or other appropriate agencies. In addition we use the HSCB forms for making a referral.
- The designated person and one staff member raise awareness of FGM with other staff.

### **Recording suspicions of abuse and disclosures**

Where a child makes a disclosure to a member of staff/volunteer that gives cause for concern, observes signs or signals that gives cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect the member of staff/volunteer will:

- listen to the child, offers reassurance (without promising that everything will be all right) and give assurance that she or he will take action;
  - not question the child;
  - not promise to keep the information secret
- make a written record that forms an objective record of the observation or disclosure that includes:





- the date and time of the observation or the disclosure; or the exact words spoken by the child as far as possible;
- the name of the person to whom the concern was reported, with date and time; and or the names of any other person present at the time.
- These records are signed and dated and kept in the child's personal file which is kept securely and confidentially.
- Child protection records will be kept until the child is 24 years old

### **Making a referral to the local authority social care team**

- The Pre-school Learning Alliance's publication 'Child Protection Record' contains detailed procedures for making a referral to the local social care team, as well as a template form for recording concerns and making a referral. This is based on 'What to do if you're worried a child is being abused' (HMG 2006).
- We keep a copy of this document and follow the detailed guidelines given.
- All members of staff are familiar with our Child Protection Records and forms and know how to follow the procedures for recording and reporting. This is done at our induction meeting and reviewed regularly at our half termly staff meetings.

### **Informing parents**

- Parents are normally the first point of contact.
- If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Safeguarding Children Board does not allow this.
- This will usually be the case where the parent is the likely abuser. In these cases the investigating officers will inform parents.

### **Liaison with other agencies**

- We work within the Local Safeguarding Children Board guidelines.  
<http://www.hertssafeguarding.org.uk>
- We have a copy of 'What to do if you're worried a child is being abused' for parents, and staff are familiar with what to do if they have concerns. This includes guidance on information sharing and confidentiality.
- We have procedures for contacting the local authority on child protection issues to ensure that the setting and social services to work well together.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.
- If a referral is to be made to the local authority social care department, we act within the area's Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.

### **Allegations against staff - HSCB Section 4.1**

- This should be applied whenever it is alleged a person who works with children has a may have harmed a child.
- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone working on the premises occupied by the setting, which may include an allegation of abuse.
- We follow the guidance of the Herts Safeguarding Children Board when responding to any complaint that a member of staff or volunteer within the setting has abused a child. We will refer all allegations of a potential child protection issue to the Local Authority Designated Officer via Social Services. We will call
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident, whether this relates to harm or abuse committed on the premises or elsewhere.



- We refer any such complaint immediately to LADO to investigate this will be done before telling staff about allegations. We also report any such alleged incident to Ofsted and what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the manager and children's social care agree it is appropriate in the circumstances, the leader will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.

### **Disciplinary action**

- Where a member of staff or a volunteer is dismissed from the setting because of misconduct relating to a child, we notify the Independent Barring Board administrators so that the name may be included on the Protection of Children and Vulnerable Adults Barred List. We have a duty to share this information with the ISA and will follow their referral guidelines at all times. This guidance and the appropriate form are found at [www.isa-gov.org.uk](http://www.isa-gov.org.uk).

### **Key commitment 3 – Commitment to promoting awareness of child abuse issues throughout its training and learning programmes for adults. Commitment to empowering young children, through the early childhood curriculum, promoting their right to be strong, resilient and listened to.**

#### **Training**

- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- We ensure that all staff know the procedures for reporting and recording their concerns in the setting.
- All staff will have an up-to date understanding of safeguarding children issues and be able to implement the safeguarding children policy and procedure appropriately.

#### **Planning**

- The layout of the room allows for constant supervision, whilst also allowing the free movement of children and adults. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others, except if a child needs assistance in the toilets or if nappies need changing. In this situation the toilet door will always be left open and the member of staff can still be clearly heard and seen by others in the hallway next to the disabled toilets. Children are permitted to go to the toilets independently only after asking permission from a member of staff.
- Staff and volunteers do not bring their own cameras into the setting. Mobile phones brought into the setting by staff and visitors are placed in their drawers.

#### **Curriculum**

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

#### **Confidentiality**

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



## Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers in the group.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

## Legal framework

### *Primary legislation*

- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (2018)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)
- Revised Prevent duty guidance: for England and Wales (2016)
- Prevent Duty Guidance for England and Wales (2015)
- Working Together to Safeguard Children (2015)
- Keeping Children Safe in Education (2019)
- Voyeurism (2019)

### *Secondary Legislation*

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Human Rights Act (1999)
- Race Relations (Amendment) Act (2000)
- Race Relations (Amendment) Act (1976) Regulations
- Equalities Act (2006)
- The Statutory Framework for the Early Years Foundation Stage (2012)

## Further Guidance

- Working Together to Safeguard Children (2019)
- What to do if you're Worried a Child is Being Abused (HMG 2006)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework (2006)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Information Sharing: Practitioners' Guide (HMG 2006)
- Multi-Agency Statutory Guidance on Female Genital Mutilation (2018)



# ANTI RADICALISATION POLICY

## Policy Statement

Cygnets is fully committed to safeguarding and promoting the welfare of all our children. We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

**The Anti - Radicalisation Policy links to the Child Protection and Safeguarding Policy.**

## Aims and Principles

The main aims of the policy are to ensure that staff is fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen in this setting and ensure that they work alongside other professional bodies and agencies to ensure children attending the setting are safe from harm.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-Being	2.1 Respecting Each Other 2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key Person	3.1 Observation, Assessment and Planning 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 4.4 Areas of Learning and Development

## The Principle Objectives being:

- All staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in pre-school. All members of staff will have suitable PREVENT training.
- DSP and deputy DSP will attend WRAP training
- All staff will know what Cygnets' policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
- All parents and carers will know that Cygnets' has policies in place to keep children safe from harm and that the pre-school regularly reviews its systems to ensure they are appropriate and effective.

## Definitions

**RADICALISATION** – defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

**EXTREMISM** – holding of extreme political or religious views.

## Anti-Radicalisation Strategy

### Role of curriculum

- Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own beliefs which should not be used to influence others.
- We strive to equip our children with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for them. Children are regularly taught about personal safety. They are taught to seek adult help if they are upset or concerned about personal safety.

## Staff Training

Through training days and staff meeting, staff will be made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Furthermore, they will be aware of the process of radicalisation and how this might be identified early on. All staff will read and be up-to-date with 'The Prevent Duty' document within the 'Counter



Terrorism and Security Act 2015'. All Staff will be aware of the 'Preventing extremism in school and children's services'. Email: [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk) Tel: 020 7340 7264

### **Procedures for referrals**

Staff will be aware of the importance of being constantly vigilant and remain fully informed about issues which affect our local area. Staff will be reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here', and to refer any concerns they have to the safeguarding officer.

### **Legal Framework**

- **Working together to safeguard** children (First published 26th March 2015 by Department for Education, updated 1st August 2018) <https://www.gov.uk/government/publications/working-together-to-safeguard-children-2>
- **Prevent Duty Guidance for Scotland, England and Wales** (published 26th March 2015 by Department for Education) <https://www.gov.uk/government/publications/prevent-duty-guidance>
- **Child Abuse Concerns - A Guide for Practitioners** (published 26th March 2015 by Department for Education) <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2>



# LOOKED AFTER CHILDREN POLICY

## Policy statement

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

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

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has impact on their emotional well-being.

At Cygnets Pre-school, we place emphasis on promoting children's right to be strong, resilient and listened to. Our policy and practice guidelines for looked after children aim to promote secure attachments in children's lives as the basis for resilience. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-being	2.1 Respecting Each Other 2.2 Parents as Partners 2.3 Supporting Learning	3.2 Supporting Every Child 3.4 The Wider Context	

The term 'looked after child' denotes a child's current legal status. This term is never used to categorise a child and we do not refer to a child using acronyms such as LAC.

- We offer places to children who are two or older who are in care. In such cases, we expect that the child will have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer and we would expect the placement in the setting to last a minimum of three months.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and has formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- We will always offer 'stay and play' provision for a child who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer we will continue to offer the placement for the child.

## Procedures

- The designated person for looked after children is the designated safeguarding officer, as laid out in our Safeguarding Children Policy.
- Every child is allocated a key worker before they start and this is no different for a looked after child. The designated person ensures the key worker has the information, support and training necessary to meet the looked after child's needs.



- The designated person and the key worker liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure appropriate information is gained and shared.
- The setting recognises the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parents or foster carers role in relation to the setting, without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months and thereafter at three to six monthly intervals.
- The care plan needs to consider such issues for the child as:
  - the child's emotional needs and how they are to be met;
  - how any emotional issues and problems that affect behaviour are to be managed;
  - the child's sense of self, culture, language and identity and how this is to be supported;
  - the child's need for sociability and friendship;
  - the child's interests and abilities and possible learning journey pathway; and
  - how any special needs will be supported.
- In addition the care plan will also consider:
  - how information will be shared with the foster carer and local authority (as the corporate parent) as well as what information is shared with whom and how it will be recorded and stored;
  - what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed;
  - what written reporting is required;
- With the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun-days etc alongside the foster carer.
- The settling-in process for the child should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. We take care to be flexible in allowing the foster carer to stay during sessions until it is visible that the child has formed secure relationships with staff. We understand that handling separation may be a lengthy process for looked after children and will allow this process to take place gradually to avoid causing distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to firm a picture of the whole child in relation to the Early Years Foundation Stage 7 areas of learning.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- Transition to school will be handled sensitively and the designated person and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.



# ARRIVAL, COLLECTION & UNCOLLECTED CHILD POLICY

(INCLUDING PROCEDURE IF NO-ONE COMES TO COLLECT A CHILD)

## Policy statement

The safe arrival and departure of children into the setting is important to keep children safe whilst allowing parents the opportunity to see/speak to their child's key person. We have tried to establish procedures that allow this to happen however, the child's safety is paramount.

In the event that a child is not collected by an authorised adult at the end of a session/day, 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.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.3 Keeping Safe 1.4 Health and Well-being	2.1 Respecting Each Other 2.2 Parents as Partners		

## Procedure

### Arrivals

- Children must remain with their parents until the Pre-school is opened by a member of staff.
- No children are allowed to enter the session prior to their start time. If a child requires the toilet then adult toilets and nappy changing facilities can be accessed in the main school.
- At the start of the session the door will be opened and a member of staff will supervise the door until all parents have departed.
- Parents / carers will sign in their child on the register, including time of arrival and departure, lunch options and the name of the person who will be collecting the child. Parents may come into pre-school and help their child with their lunchboxes, coats and bags etc, before leaving. Alternatively, parents can say goodbye at the door, allowing their child to independently put their things in the correct places.
- Once all the children have arrived a total headcount is noted.

### Late Arrivals

- A member of staff will greet any late arrivals at the front door.
- The register to be updated with the child's arrival.

## Collection

Departure from morning session (12:00pm) or after lunch club (1:30pm) or after extended hours (3:00pm):

- At collection times at the end of the morning session, lunch club and the extended hours, the children join in supervised story time until their parent / guardian arrives to collect them.
- Parents come into the setting and are united with their children in the main classroom.
- The children's departure is marked on the register by their collecting adult.
- If a parent would like to speak to a member of staff then parents are requested to wait until all children depart to ensure they leave safely.
- If a staff member needs to speak to a parent then this will be done once all the children have left safely.
- A member of staff will man the door leading into the setting to ensure nobody enters or leaves the setting who is not authorised to do so.





### All collections:

- If someone other than the Parent/Guardian collects a child, staff MUST be informed prior to collection as children will not be released to any UNAUTHORISED person. (Parents to be made aware of this procedure when child joins Preschool). See Parental Responsibility Policy.
- Upon departure, staff to accompany adults to the door to prevent a child leaving before an adult arrives and also any children leaving without their parent/carer.
- Once adult and child have been united in the Preschool, the child becomes the sole responsibility of that adult and NOT the staff.
- If parents / guardian know they will be late to collect their child, they should notify the preschool as soon as possible BEFORE the collection time and, where possible, arrange for the emergency contact to collect their child. Parents must then notify the pre-school of who that will be.
- The children in our care will not be released to anybody aged under 16.

If anyone collecting a child from the setting is deemed to be under the influence of drugs, alcohol or substance abuse, it is possible that the staff may have concerns for the child's welfare. This could be regarding the adult's ability to care for the child or for the safety of the child and others if the adult will be transporting the child from the setting.

Staff may take the following steps:

- Staff will, if they feel able, approach the adult and explain their concerns and the feared consequences in a private area.
- Staff will offer support where possible by offering to contact family or friends to come and support the child and adult and ensure that they get home safely.
- Should the adult collecting the child, decline the help offered, staff may take further action if they are still concerned. This may involve contacting the local Police Authority for further assistance.
- The staff will endeavour to record the following information to pass to the authorities: name of person collecting child, time of departure, car registration and anticipated destination address if known.
- Staff will record any instances where drug, alcohol or substance abuse is suspected and records will be passed to the setting's designated safeguarding officer for necessary action.
- Records are locked securely in the setting.

### Non collection of children

- Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:
  - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
  - Place of work, address and telephone number (if applicable).
  - Mobile telephone number (if applicable).
  - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
  - Details of 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 should inform us in writing of how they can be contacted.
- On occasions when the parents or the persons normally authorised to collect the child are not able to collect the child, they should provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child (a passphrase or similar).
- If parents are unable 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.
- In the event that children are not collected from the setting by an authorised adult within 15 minutes after the setting has closed and the staff can no longer supervise the child on our premises 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, we will attempt to contact parents/carers using all contact numbers provided.
  - If this is unsuccessful, we will attempt to contact those adults who are authorised by the parents to collect their child from the setting and whose telephone numbers are recorded on the Registration Form.
  - 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 30 minutes and there is no-one who can be contacted to collect the child, we apply the following procedures for uncollected children.
    - We contact our local authority children's social services care team on 0300 123 4043. (out of hours 01992 632150)
    - 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 attempt to find the parent or relative. If they are unable to do so, the child will be looked after by the local authority.
    - Under no circumstances should staff go to look for the parent or take the child home with them.
  - A full written report of the incident is recorded in the child's file.
  - Depending on circumstances, it may be appropriate to inform Ofsted (0300 123 1231).
  - Depending on circumstances, we reserve the right to charge parents a late collection fee. - If a child is persistently picked up more than 5 minutes late (5 occasions or more) then a fee of £10 can be charged each time thereafter.



# MISSING CHILD POLICY

## Policy statement

Children’s safety is of paramount concern to Cygnets Pre-School. In the event that a child becomes lost while in the care of the pre-school, the pre-school will implement the following procedures. These ensure that a systematic approach to finding the child is taken, whilst other children in the pre-school are kept safe and calm. In the event that a child is missing, we will instigate an immediate search for the child, notify parents and authorities at the appropriate stage and maintain a high level of care for other children in the pre-school.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.2 Inclusive Practice 1.3 Keeping Safe		3.3 The Learning Environment 3.4 The Wider Context	

## Procedure

As soon as it is noticed that a child is missing, the Pre-school leader must be alerted. The leader will carry out an initial search of the pre-school/Early Years premises. This will include:

- Checking doors for a potential breach of security
- All rooms in the building
- Boys/girls toilets
- Cloakrooms, including behind coats
- Garden area
- Sheds and other storage
- In and around garden play equipment
- All indoor cupboards
- Under seating, under counter areas, behind curtains

While the initial search is carried out, the register should be checked to confirm that the child was in the pre-school that session, that they have not been collected early and to ensure that no other child has gone astray. The supervisor will then send a member of staff and any extra helpers available to search for the child. The supervisor should contact the school to ask for assistance in searching in and around the pre-school. The search should start with

- Checking the Preschool classroom and garden
- Checking the main school, including the field and playground
- Checking the local area including the car park, bin area, gardens
- Checking up and down the road outside and around the village.

The search should be completed as thoroughly and as quickly as possible, before reporting back to the supervisor. While the extended search is being made, the supervisor should establish from staff/visitors/visitors who have since left when the child was last seen, what they were wearing and their emotional state (happy, upset etc) and record this information. If the child is not found, the supervisor should contact the police, report the child as missing and follow their advice. The supervisor should contact the parents/ carer and report the situation. The parents/carer should be asked to come to the pre-school by the normal route the child would take, preferably by walking. If the child is still missing when the parents arrive at the pre-school, police advice should be followed. This may include the parents returning home by the normal route and waiting, in case the child manages to make their way home. Telephone lines should be kept as free as possible so that important information is not delayed. Pre-school activities for the other children will continue as normal, with staff not involved in the search giving them their full attention, keeping the atmosphere as calm as possible.



## The Investigation

The manager will carry out a full investigation. The supervisor must write an incident report detailing

- the date & time of the incident
- which staff, children, other adults were present
- when and where the child was last seen
- action taken to find the child
- what has taken place since then

A conclusion should be drawn as to how the incident occurred. The incident should be reported under RIDDOR arrangements and should be recorded in the incident book. The local authority Health and Safety Officer may also wish to investigate and will decide if there is a case for prosecution. OFSTED should be informed. The insurance department at the PSLA should be informed. If the incident warrants a police investigation, all staff should co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Social Services may also be involved if it seems likely that there will be a child protection issue to address.

Missing child incidents are very worrying for all concerned. Part of managing the incident is to keep everyone as calm as possible. Staff will feel worried and may blame themselves. Parents will be fraught and may be angry. Distraught and angry parents should always be dealt with by two members of staff (The supervisor and the manager). Children may also be worried and need reassurance. Depending on the severity of the final outcome, staff and children may need additional support or counselling and the managers should use their discretion to decide what action to take. Staff must not discuss any missing child incident with the press without taking advice.



# E-SAFETY POLICY

## Policy Statement

At Cygnets Pre-school we recognise the immense value information and communication technology (ICT) plays in the learning and development of children, we acknowledge that it must be used safely, in that the potential risks involved should not be ignored.

The preschool in the following policy, endeavours to ensure E-safety is assured to all users of the preschool, whether child, parent, staff member or visitors.

Our safeguarding officer, supported by staff ensures this policy is upheld by staff and parents alike. Cygnets Pre-school trusts that all adults will respect and uphold this policy so as to maintain E-safety and prevent any potential risks occurring.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.2 Inclusive Practice 1.3 Keeping Safe	2.1 Respecting Each Other 2.2 Parents as Partners 2.3 Supporting Learning	3.2 Supporting Every Child 3.3 The Learning Environment	4.4 Areas of Learning and Development

## Internet Use

- Currently the preschool has no designated computer for the children to use within the setting. There is one laptop used by all staff, which is protected by a secure password and has recognised spyware software installed.
- Staff using personal computers at home, are made aware that they should be protected by secure passwords, and they should have recognised spyware software installed.
- From time to time the pre-school has use of an ipad in the setting. The internet must only be used for downloading age appropriate apps or watching something of interest to extend the children's interests in line with the Early Years Foundation Stage. All media must be checked by a member of staff prior to showing it to the children, regardless of its source.

## Emails

- The preschool has a designated website and email address for professional correspondence which is password protected. Parents are given this information when expressing an interest in the preschool, and again on registration.
- The password is known only to the Manager, to divulge this to outside persons is considered a breach of confidentiality and will be treated as such.

## Personal Emails

The Pre-School recognises that staff will communicate via email outside working hours. The preschool advises that personal computers are locked with a security password, and have spyware downloaded as a matter of course.

- The names of children should be kept to a minimum.
- Correspondence will be written in a polite, respectful and non-abusive manner, with an appropriate use of emoticons.
- Any abuse or breaches of confidentiality by any adults/ students associated with the preschool is strictly forbidden, and will not be tolerated.
- All suspected cases must be reported, the preschool will record all incidents and act on them immediately.

## Storage of Documentation

Cygnets Pre-School recognises that personal computers are sometimes used to create working documents for the preschool, in terms of registers, invoicing, planning for instance.

- All home computers must be password protected



- Work documents placed in locked folders
- Only acceptable use is permitted
- Personal details are kept to a minimum
- All confidentiality is assured, with breaches considered serious misconduct, and dealt with accordingly

### **Social Networks**

Cygnets Pre-School is a member of Facebook and no other social media sites.

- Confidentiality by staff is ensured within their terms and conditions of employment and staff handbook, any reported breach of confidence is considered gross misconduct and will result in instant dismissal.
- Students on commencement of placement sign to say they will abide by our policies and maintain confidentiality at all times. Any reported breach of this agreement will result in immediate termination of their placement with the preschool, and notification to their educational establishment.
- Parents are asked to sign a confidentiality agreement as part of the registration process, if any breaches are reported their children will lose their place with immediate effect.

### **Use of Cameras**

- Personal cameras belonging to staff are not permitted in the preschool
- The preschool provides an authorised digital camera for use by staff.
- Parental permission is sought before any photographs are taken of children, this informed consent includes information on how photographs are stored, and retrieved and may be used.
- All staff are made aware of any parental photographic objections or restrictions.
- Staff are permitted to take children's photographs to capture spontaneous moments to support the Early Years Foundation Stage or to share with parents, once consent is granted.
- The preschool Safeguarding Officer takes responsibility for the memory card, which remains in the setting, due to the designated photograph printer.

### **Professional Photographers**

- The pre-school uses *Pret-A-Portrait* as a photographer within the setting; this is by arrangement with the staff.
- All photographers have CRB clearance, are asked for their ID on admission to the preschool, and are not left alone with any of the children, at any time.
- No photographs of children will be taken without parental consent.

### **Mobile Phones**

- The preschool has a landline only.
- All contact details for staff and children are kept in the contacts folder.
- All personal mobiles are stored safely and securely in the preschool.

### **Staff Mobiles**

- Mobile phones may be used appropriately in the preschool, but their use will not detract from the quality of supervision and care of children.
- Staff using personal mobile phones, do so at the discretion of the Preschool Safeguarding Officer and Manager.
- When authorised preschool trips take place whilst the preschool is in session, the senior staff member on duty (on the trip) is authorised to carry their personal mobile for preschool use.
- Contact lists are taken on all trips; no pre-school numbers will be stored on personal mobiles.
- All personal mobile phone use is open to scrutiny by the Safeguarding Officer, Preschool Management and Ofsted.
- Personal mobile phone use may be restricted/ withdrawn at the bequest of either of the above.
- Staff mobiles are stored safely within the setting.

### **Parent/ Visitor Mobiles**

- Parents/visitors are requested not to use their mobiles within the preschool, both verbally and via posters. Safe storage of their phones is sought.
- If a visitor or parent needs to use their mobile phones they will be directed by a staff member to use it outside or in an emergency will be supervised by a senior staff member.



# PHOTOGRAPHY, VIDEO & MOBILE PHONE POLICY

## Policy Statement

This policy details the procedures we have in place to safeguard children and adults and to ensure that images are not misused. The policy is based on the key principles of the right to privacy and safeguarding children. It covers video, electronic and phone photographic images wherever they are used.

## Aim

The practice outlined below aims to protect our children whenever photographs or videos are taken and used. In addition, we have a duty under the Human Rights Act 1998 and the Data Protection Act 1998 to respect the right to privacy of people in photographs and video images.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-Being	2.1 Respecting Each Other 2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key Person	3.1 Observation, Assessment and Planning 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 4.4 Areas of Learning and Development

## Methods

### Use of photographs in our setting

- We record your child's progress and development during their time at the pre-school in their file. Our observations are supported and enhanced with photographs, taken by our staff with the pre-school camera. Photographs are also taken to demonstrate the children's work and activities. These are on display within our setting. We do not use photographs for publicity and promotion, in our newsletters or on our website.
- Images taken on our pre-school camera must be deemed suitable without putting the child/ children in any compromising position that could cause embarrassment or distress. The pre-school camera must be locked away at the end of every session.
- Should a parent/ carer not give permission for their child to be photographed, all staff will be informed so that all reasonable steps can be taken to ensure that the child is not included in any photographs.

### Storage of images

Photographs will normally be stored on the pre-school computer but, as it is not always possible for staff to print photographs during a session, these may be stored on the Cygnets computer in a protected file. The Chair of the pre-school Committee can inspect the computer at any time, without notice, with another witness if requested.

An approved photographer visits the pre-school to take either individual portraits or group photographs twice each academic year. Parents are notified in advance and the photographer is supervised at all times. A group photograph is usually on display in the pre-school throughout the year.

Photographs of children with allergies or certain food intolerances may be kept on file for quick reference. It is good practice to have not only the names but also the photographic image of these children on file to prevent medical problems.

Parents and carers consenting to photographs of their child on our Enrolment Form give their permission to their child's image being used as outlined above.



### **Use of photographs and video images by parent and carers**

Staff and Committee members who have an Enhanced DBS disclosure only are permitted to take photographs with the pre-school camera within our premises. Parents settling their child in, volunteers and other visitors are not permitted to take images.

However, at public pre-school events such as the Christmas Party, Sports Day etc., parents and carers may take photographs of the public activity. The pre-school leader or deputy will clarify at each event whether or not parents/ carers are permitted to take photographs or video images. Parents and carers must ensure that recorded images are for personal use only and that these images are never made available over the Internet.

It is the responsibility of parents/ carers who do not wish their child to be included in such photographs to inform the pre-school leaders accordingly.

### **Training and Portfolios**

During training, it is sometimes necessary to compile portfolios with photographs of children. Parental permission must be sought before any images are taken. Staff should act responsibly in compiling these images. The pre-school leaders will oversee the compiled images as part of the management process. For a portfolio compiled by the pre-school leaders, the Committee Chair may be asked to oversee the compiled images.

### **Mobile phones Use**

Photographs will only be taken with the pre-school's digital camera, never with camera phones (mobile phones). Staff members must leave their mobile phones in the designated location at the beginning of the session. They must not be handled or answered except with the permission of the pre-school leaders, for instance if a member of staff is telephoned by the school their own child attends.

Any member of staff found using a mobile phone without permission may be subject to disciplinary action by the pre-school leader and/ or Chair of the Committee. Mobile phones may only be used in full view of the other staff for telephone conversations only. Alternatively, permission may be given by the pre-school leader to use the office. **FIRE**





# SAFETY & EMERGENCY EVACUATION POLICY

## (INCLUDING LOCKDOWN PROCEDURES)

### Policy statement

Cygnets Pre-school believes that children’s safety is of paramount importance. We ensure that our premises present no risk of fire by ensuring the highest possible standard of fire precautions. Staff are familiar with the current legal requirements. Where necessary, we seek the advice of a competent person, such as a Fire Officer or a Fire Safety Consultant.

### Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.3 Keeping Safe		3.1 Observation, Assessment and Planning 3.2 Supporting Every Child	4.2 Active Learning 4.4 Areas of Learning and Development

### Procedure

The basis of fire safety is risk assessment. These are carried out by the Health and Safety Officer.

### Fire Prevention

We will take all steps possible to prevent fires occurring. Staff are responsible for:

- Ensuring that power points are not over loaded and, where possible, that plugs are removed from sockets at the end of each session.
- Ensuring that the pre-school’s no smoking policy is observed.
- Checking for frayed or trailing wires.
- Storing potentially flammable materials safely.
- Fire drills are carried out regularly and without prior warning and are logged in the fire drill log.
- Fire extinguishers are located in the main school, and will be checked annually by the school.
- Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Fire doors are clearly marked, never obstructed and easily opened from the inside

### Emergency Evacuation Procedure

Our emergency evacuation procedures are approved by the Fire Safety Officer, are clearly displayed on the premises, are explained to all new members of staff, volunteers and parents and are practised regularly, at least once every six weeks. Records are kept of all fire drills and of the servicing of fire safety equipment.

- Children are introduced to the sound of the fire alarm through regular fire drills
- Children, staff and parents are introduced to the emergency exits through regular fire drills
- In case of an emergency, the leader/senior member of staff inside the building will call all children in the pre-school room to line up immediately, count heads and lead them through the nearest emergency exit to the assembly point on the school field (near the running track), taking the register, visitors book and emergency contact details with them.
- Any children in the toilets must be called back immediately, if it is safe to do so, and led to the assembly point with the other children.
- If there are children in the garden area, a second member of staff will call all these children to line up immediately, count heads and lead them to the assembly point.



- Under no circumstances should anyone return to a burning or dangerous building to search for anyone unaccounted for. The emergency services should be informed immediately if they need to search for anyone.
- The normal evacuation time during practice is 3-5 minutes.
- In the event of a real fire, the leader should call the emergency services, while the register is being taken. The priority is to evacuate everyone safely and to keep children calm.
- In the event of a real emergency, parents should be called as soon as possible to collect their children, using the contact list brought out with the register.
- At all times, staff will follow the advice of the emergency services.

### **Fire Drill Record**

The fire drill record book must contain:

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

### **CRITICAL INCIDENTS**

There are occasions when Preschools may experience incidents of a significantly more extreme nature. This could be any unexpected occurrence which could have a major impact on the Preschool and which would overcome the normal coping strategies of those involved.

### **Lockdown Procedures**

In some cases it would be safer to stay inside than to evacuate. This might be in response to an intruder, or if advised of a serious security threat. In this unlikely event, the following procedure will be followed:

- Stay calm.
- Reverse evacuation - get all children and staff inside the classroom.
- Children to stay in designated area - in the calm area / book corner.
- Close curtains and blinds if possible.
- Stay away from windows and doors.
- Stay low and keep calm.
- Do NOT make non-essential calls on mobile phones or landlines.
- Place door stop under door to the corridor.
- Follow instructions from the Chair or Manager.

Be alert

- Do NOT open the door once it has been secured until you are officially advise 'all clear'.
- Do NOT travel down long corridors.
- Do NOT assemble in large areas.

Following the lockdown

- Co-operate with the emergency services.
- Ensure you have the register and children's details with you.
- Any staff or children will have to tell the police what they saw.

Managing Parents

- Parents discouraged from coming to get their children, until the emergency services give the all clear.
  - Getting information to parents via social media, text, emails. Discourage parents from ringing directly for further updates.

**Stay 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.**



# RESPONDING TO EMERGENCIES POLICY

## Policy statement

At Cygnets preschool, we take the safety of the children in our care very seriously. Our other procedures for handling emergency situations involve evacuation from the premises, however in light of recent emergencies and possible security threats, there may be times when we are advised to stay inside our building (lockdown) rather than evacuate.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.3 Keeping Safe		3.1 Observation, Assessment and Planning 3.2 Supporting Every Child	4.2 Active Learning 4.4 Areas of Learning and Development

## Procedure

If an emergency happens the settling manager must act quickly to assess the likelihood of immediate danger. In most cases the assumption be that it is safer to stay put and place the setting into lockdown until the emergency services arrive. As soon as the emergency services arrive it is essential staff comply with instructions at all times.



# STAFFING AND EMPLOYMENT POLICY

## Policy Statement

We provide a high staffing ratio to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and checked for criminal records through the Disclosure and Barring Service (DBS) checks (previously CRB checks) in accordance with Ofsted's requirements.

## Aims

To ensure that children and their parents are offered high quality pre-school care and education.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-Being	2.1 Respecting Each Other 2.3 Supporting Learning 2.4 Key Person	3.1 Observation, Assessment and Planning 3.2 Supporting Every Child 3.3 The Learning Environment	4.1 Play and Exploration 4.2 Active Learning 4.3 Creativity and Critical Thinking 4.4 Areas of Learning and Development

## Methods

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

- children aged two years of age: 1 adult to 4 children
- children aged three to four years of age: 1 adult to 8 children

A minimum of two staff is on duty at any one time. We use a key person system to ensure that each child and each family has a particular member of staff for discussion and consultation. We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties, which may arise from time to time.

## Recruitment, Vetting and Staff Selection

We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection. We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by us imposing conditions or requirements that are not justifiable. We use OFSTED guidance on obtaining references and enhanced criminal record checks through the Disclosure and Barring Service for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme. We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including date & number of the enhanced DBS check.

## Training and Staff Development

All our staff have been issued with job descriptions which set out their roles and responsibilities.

We provide regular in-service training to all staff - whether paid staff or volunteers - through the Pre-school Learning Alliance, Herts for Learning and other external agencies. Our pre-school budget allocates resources to training. We provide staff induction training in the first week of employment. This induction covers our Health and Safety Policy, Safeguarding Children Policy and Child Protection Policy. Other policies and procedures will be introduced within an induction plan. We support the work of our staff by holding regular supervision meetings and appraisals. We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice. Volunteers and students all work under supervision, except where they have police and health checks in place, have satisfactory references, and have worked through a period of supervision. School children on work experience always work under supervision.



### **Changes to staff**

We inform OFSTED of any changes in the person(s) responsible for our setting.

### **Managing absences and contingency plans for emergencies**

Our staff take holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the Committee and the pre-school leader with sufficient notice. Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained. Sick leave is monitored and action is taken where necessary in accordance with the contract of employment.



# STAFF CODE OF CONDUCT

**Aim :** This code of practice has been written by the adults in the setting with regard to the practice and conduct they would expect from any adult working in the setting including volunteers and students. The Code of Conduct forms part of an employee's contract. Failure to comply with the associated Cygnets policies may result in disciplinary action being taken and reserves the right to take legal action against employees where breaches of the Code warrant such action.

1. Safeguarding children is a priority at Sandon Cygnets and the welfare of the child should always come first.
2. Staff should provide an example of good conduct that you wish others to follow.
3. Staff should not raise their voices at children or each other.
4. Staff should only restrain children for their own safety or the safety of others.
5. Adults and children have a responsibility to treat each other with dignity and respect.
6. Diversity is a tremendous asset at Cygnets and we are committed to providing equality of opportunity and will not tolerate any illegal discrimination or harassment based on colour, race, religion, sex national origin or any other class.
7. We encourage all staff to challenge any behaviour (staff, parent, child) that goes against this ethos.
8. Ensure that your behaviour at work or outside does not cause embarrassment to Cygnets or reflect negatively on the pre-school in a way that would bring its reputation into disrepute or cause a loss of public confidence. This includes the use of social networking sites.
9. Staff must adhere to all Cygnets' policies, particularly the Safeguarding Policy, Anti-Radicalisation Policy, First Aid Policy and Administering Medicines Policy. Non-Compliance will be viewed as Gross Misconduct.
10. Staff should be clear about the purpose of any activity, which includes photography or video of children. Staff must not take, display or distribute images of children, unless they have consent to do so.
11. Staff must report any behaviour by colleagues that raises concerns, by following Cygnets Whistle Blowing Policy. Staff must take responsibility for recording and reporting any incident, which may result in being misinterpreted and/or an allegation being made.
12. Clothes should cover personal areas of the body, and any tattoos or body piercings or similar that could cause offence to others should be covered.
13. Appropriate footwear with solid bases that enclose the feet are recommended, if staff want to wear open toes shoes it should be their own choice and are aware of the dangers of wearing open toed footwear.
14. Mobile phones should only be used with permission in emergencies, they should only be kept in the trays in bags. Other electrical equipment such as ipod should be kept away.
15. Adults should not work when under the influence of alcohol, drugs or substance abuse.
16. Adults should not smoke in or around the pre-school and is prohibited on school grounds.
17. Adults should not swear or use offensive language.
18. Hair should be tied back when cooking or handling food and follow our Health and Safety guidelines.



# STUDENT PLACEMENT & VOLUNTEER POLICY

## Policy statement

This Pre-School recognises that qualifications, work experience and training make an important contribution to the quality of the care and education provided by early years pre-schools. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training and volunteer opportunities for those wanting to experience a pre-school setting.

We welcome volunteers and this policy lays out our rights and responsibilities with regard to volunteers. In the context of this policy we consider volunteers to be those attending pre-school for more than three 'one-off' occasions, when they may well be offering specialist tuition or visiting.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-being	2.1 Respecting Each Other 2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key Person	3.1 Observation, Assessment and Planning 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 4.4 Areas of Learning and Development

## Procedure

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

## Methods

- We require students and volunteers to meet the 'suitable person' requirements of Ofsted.
- We require schools placing students under the age of 17 years with the Pre-School to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students who are placed in our Pre-School on a short term basis are not counted in our staffing ratios.
- Trainee staff employed by the Pre-School may be included in the ratios if they are deemed competent.
- Volunteers are supervised at all times in the pre-school.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students and volunteers to keep to our confidentiality policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students and volunteers, at the first session of their placement, with a short induction on how our Pre-School is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students and volunteers about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students and volunteers in numbers that hinder the essential work of the Pre-School.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.



## **Working with Volunteers: Rights & Responsibilities**

- Any volunteer coming forward would be offered full induction training, relevant to their role, in line with paid staff. This would include discussion on aspects of safeguarding children, health and safety, behaviour management, valuing diversity and working with children with particular needs.
- The Volunteer would be given full access to the Staff Handbook, and required to sign the various settings policies and procedures.
- Discussion would be carried out with all volunteers, as to the tasks they would undertake and the role they will play, and following this discussion they would be provided, as appropriate, with a job description which clearly lays out their role, the tasks they have agreed to undertake and the person to whom they should report. The job description would be drawn up in full consultation with the volunteer in question, but would be along the format of the job descriptions for paid staff.
- Volunteers would be requested to sign the job description, as a form of contract, ensuring both the setting and the volunteer agree on their position, task, reporting and the days/times the volunteer will attend.
- Any volunteer working in the setting on a regular basis would be requested to undergo a DBS check.
- The Volunteer would be invited to attend staff meetings where appropriate.
- Volunteers would be offered training opportunities along with the paid staff, and the pre-school leader will ensure that they have access to the appropriate newsletters, training updates and other information in which this is contained.
- The pre-school leader will regularly discuss, with the volunteer, their progress and, if appropriate, the achievement of any objectives (e.g. if they are undertaking a voluntary placement).





# WHISTLEBLOWING POLICY

## Policy Statement

'Whistle-blowing' can be defined as raising a concern about a malpractice within an organisation. At Cygnets Pre-School we are committed to delivering a high quality service, promoting organisational accountability and maintaining public confidence. We are committed to safeguarding children and adults and promoting the welfare of every child, and therefore, expect the highest possible standards of openness. To safeguard each individual child and users of our provision, reports of malpractice are taken seriously. It is the duty of every employee and volunteer to report situations of witnessed and/or suspected misconduct or malpractice. We recognised that the decision to report a concern can be difficult to make, not least because of fear of reprisals from those responsible.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-being	2.1 Respecting Each Other 2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key Person	3.1 Observation, Assessment and Planning 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 4.4 Areas of Learning and Development

This policy provides individuals at Cygnets Pre-School protection from victimisation or punishment where they raise a genuine concern about misconduct or malpractice in a setting or during an organised trip or outing. This also includes any action likely to bring the Pre-School into disrepute. The policy is in line with the Public Interest Disclosure Act 1998, which encourages people to raise concerns about misconduct or malpractice in the workplace, in order to promote good governance and accountability. Such behaviour would include:

- A criminal offence
- Failure to comply with a legal obligation
- Danger to health and safety of an individual and/or environment
- Deliberate concealment of information in relation to any of the above.

## Procedure

- Any staff member, parent/carer or volunteer who, acting in good faith, has a concern about misconduct or malpractice at Cygnets Pre-School, should in the first instance inform the Manager or Co-Manager of their concerns. If it is related to the Manager or the Co-Manager, then the Chair should be informed. If it related to the Chair then Ofsted should be contacted for advice on the number below.
- The report, written or verbal, should set out the background and history of the concern, giving names, dates and places where possible, and the reason why there are concerns.
- In every instance, it is advised to report concerns early.
- Most concerns will be resolved amicably and informally at this stage.
- All concerns will be investigated by the Co-Manager or Chair as quickly and efficiently as possible and resolved.
- The Co-Manager/Chair will then advise the staff member, parent/carer or volunteer what action will be taken in relation to the issue raised without a breach of confidentiality.
- If this does not have a satisfactory outcome, or if the problem recurs, the staff, parent/carer or volunteer should put their concern in writing to the chair of the Committee.
- Confidentiality will be maintained at all times and every effort will be made to ensure the person raising the concern will not suffer any personal detriment as a result of voicing their concerns and likewise the member of staff under investigation.
- Any malicious and unfounded reports will be considered for disciplinary action.



- If an employee, parent/carer or volunteer feels that the matter cannot be dealt with by either the Co-Manager or Chair, they should contact Ofsted direct on 0300 123 3155 or email [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk) or write to them at WBHL, Ofsted, Royal Exchange Buildings, St Ann's Square, Manchester, M2 7LA for advice on what steps to take.
- If the situation is deemed to be likely to seriously affect a child/children, and contacting the Co-manager or Chair is inappropriate, they should contact ISA on 01325 953795.
- All documentation will be kept securely in staff records.



# FIRST AID AND MANAGING ACCIDENTS POLICY

## Policy statement

At Cygnets Pre-school, staff are able to take action to apply first aid treatment in the event of an accident involving a child or an adult. At least one member of staff with current first aid training is on the premises or on an outing at any one time. The first aid qualification includes first aid training for infants and young children.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 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	

## Procedure

- Our first aid kit complies with the Health and Safety (First Aid) Regulations 1981
- The first aid box is easily accessible to adults and is kept out of the reach of children.
- No un-prescribed medication is given to children, parents or staff.
- At the time of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.

If an accident occurs a staff member who has received first aid training will assess the child and be responsible for administering any necessary first aid. Once this has been completed they will, along with any witnesses, be responsible for writing up an accident form. This will be shared with a parent when collected and signature of parent sought.

The Health and Safety Officer or setting leader will notify Ofsted and child protection agencies of any serious accident or injury to, or serious illness of, or the death of, any child whilst in our care. We will act on any advice given.

All staff are required to attend first aid training as soon as possible on joining the pre-school and to renew this every three years.



# MANUAL HANDLING POLICY

## Policy statement

Cygnets Pre-School works towards a safe handling policy and as part of this process will ensure a current policy of minimal lifting.

We will ensure that the necessary arrangements are made to facilitate the information of the Policy, for example by provision of appropriate and suitable training by professionally competent persons, for those who have duties under the policy.

The main objective is to reduce the risk of injury and disablement caused by manual handling in the workplace to the minimum we have a duty of care to ensure that:

- Minimum requirements for the manual handling of loads are followed where there is a particular but not exclusive risk of back injury to workers.
- The need for manual handling is avoided or, when it cannot be avoided, an assessment is made of the operation and where there is a risk of injury, appropriate steps taken to reduce or avoid that risk.
- Assessment of manual handling operations take into account factors which include characteristics of the load, the physical effort required, characteristics of the working environment and the requirements of the task.
- Information and training is provided to workers and managers on assessment and manual handling principles.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.3 Keeping Safe 1.4 Health and Well-being		3.3 The Learning Environment	

## Procedure

The designated person must;

- Be aware of manual handling operations within the organisation.
- Avoid the need for employees to undertake any manual handling operations, which involve a risk of injury, so far as is reasonably practicable.
- Make an assessment of any hazardous manual handling operations that cannot be avoided in order to reduce the risk of injury.
- Make a clear record of the assessment and communicate its finding to all staff involved.
- Introduce appropriate measures to avoid or reduce risk by elimination of the risk, re-designing the operation or the use of mechanical aids.
- Provide information and ensure that all staff receive appropriate training in manual handling and ensure that new staff receive training before any manual handling tasks are undertaken
- Ensure that mechanical aids provided are easily accessible and properly maintained.
- Ensure that manual handling requirements are clearly identified when recruiting staff so that appropriate medical advice can be taken as part of pre-employment health screening.
- Ensure that safe systems of transportation are utilised for the transportation of loads and equipment throughout the organisation.
- Wherever possible the risk of injury from manual handling should be reduced by implementing measures at strategic level including good planning and design of the workplace.
- Make allowance for any known health problems which might have a bearing on an existing employee's ability to carry out manual handling operations in safety.
- Refer to Occupational Health Advisors if there is any good reason to suspect that an individual's state might significantly increase the risk of injury from manual handling operations.



- Monitor and review manual handling assessments when there is reason to suppose that they are no longer valid due to change in working conditions, personnel involved or a significant change in the manual handling operation affecting the nature of the task or the load.
- Maintain records of accident and ill health related to manual handling operations.

### **The Responsibilities of the Employee**

The employee must:

- Take responsible care of their health and that of others whose safety may be affected by their activities when involved in manual handling operations.
- Co-operate with the manager in the making of assessments of hazardous manual handling tasks.
- Observe safe systems of work and use of safety equipment, reporting any defects in mechanical aids to the Manager.
- Participate in training given in manual handling.
- Report pregnancy or any medical conditions which may affect their ability to handle loads safely.
- Report any change in working conditions, personnel involved in manual handling risks or a significant change in the nature of the task or the load which may necessitate a review of the assessment.

### **Keeping safe**

Staff will be advised at induction about safe methods of lifting and given a advice sheet

### **Implementation of the Policy**

- The Manager will ensure that staff are informed about the implementation of the policy and that staff are aware of its content.
- Arrangements will be made for assessments of manual handling operations to be carried out with the subsequent provision of mechanical aids, suitable transport, environmental improvements and staff training.



# PERFORMANCE MANAGEMENT POLICY

## 1. APPRAISALS

### Policy statement

At Cygnets Pre-School we recognise the importance of working together to form a strong, committed, highly motivated, qualified staff team to ensure that we provide the best possible care and learning environment for each individual child attending the setting. To facilitate this we aim to build upon the strengths of our team, offering support through mentoring, regular supervision meetings and annual appraisals/developmental reviews.

### Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-being	2.1 Respecting Each Other 2.3 Supporting Learning 2.4 Key Person	3.1 Observation, Assessment and Planning 3.2 Supporting Every Child 3.3 The Learning Environment	4.1 Play and Exploration 4.2 Active Learning 4.3 Creativity and Critical Thinking 4.4 Areas of Learning and Development

### Procedure

The views of each individual within the staff team are important to us, as providers and as a team, to enhance the service and to continually strive to facilitate professional development.

Appraisals will be undertaken annually with supervision meetings and informal discussions carried out during the year.

### Purpose of an appraisal -

- To ensure shared understanding
- To establish good relationships
- Review overall performance
- To identify training and development needs
- To agree performance targets
- To establish goals and aspirations
- To provide appropriate feedback
- To ensure the best outcomes for all children in our care.

For all staff the appraisals will be led by their line manager as indicated on their job description.

We recognise that appraisals/developmental reviews are a two-way interaction between the appraiser and the appraisee and are a valuable and necessary tool to ensure a happy team. Therefore:

- The appraisee will be given adequate notice of the date, time and place of the review and every effort will be made to adhere to the date set.
- Both the appraiser and the appraisee will be well prepared and the appraiser will provide the appraisee with a copy of the appraisal self-evaluation for completion prior to the meeting (minimum one week).
- The appraiser will arrange conditions to ensure a suitable, private and comfortable place for the review to take place.
- There will be a defined timescale for the review.
- All matters discussed will remain confidential, however where information may need to be passed to another party, the appraiser will always inform the appraisee.



- Both parties will remain positive and open.
- The performance measure will be discussed and made available to both parties.
- The appraisee's views and opinions are very important and will be welcomed as valuable to the success of the review.
- If there is a strong difference of opinion there will be an opportunity for both parties to appeal if necessary with an independent person.
- Career development and training development needs will be identified and a record kept.
- The developmental plans will set out clear objectives and will have a review date.
- The appraiser will discuss the outcomes with the manager of the setting.
- A copy of the appraisal will be given to the staff member and a copy kept in their personnel file.

## 2. SUPERVISIONS

### Rationale

The new Early Years' Foundation Stage (September 2012) places an increased emphasis on welfare and safeguarding standards, stipulating that regular staff supervision is now a statutory requirement. As we strive to improve outcomes for all children and families, and narrow the gap in achievement of vulnerable children, safe systems and the effective management of staff performance and well-being are of prime importance.

Professionally, staff supervision has been a normal part of counselling, psychotherapy and social work practice and is increasingly to be found in related caring professions. At a time of heightened awareness of safeguarding issues, there is increasing recognition that working in the early years includes a high degree of outreach work and contact with families. Many practitioners find themselves working in unusual contexts and dealing with unpredictable and sometimes extreme issues. The need for keeping practice and practitioners 'safe' is a priority. If early years practitioners are to provide the kind of encouragement and support necessary for the support, development and challenge of children and families, they need to be encouraged, supported and challenged as well.

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-being	2.1 Respecting Each Other 2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key Person	3.1 Observation, Assessment and Planning 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 4.4 Areas of Learning and Development

### Purpose

- To develop confidence, and increase skills, insight and courage when working with children, parents and communities.
- To establish and maintain a positive and co-operative working relationship between leaders and staff, built on trust, respect and a non-judgemental style
- To provide a reflective and safe space that encourages a dynamic interaction to address issues and dilemmas experienced by staff members in their work roles
- To reduce stress-related absences, and increase confidence in dealing with complex safeguarding and other dilemmas.
- To ensure organisational and staff accountability and development, thereby promoting reflective, creative, ethical and safe practice.
- To ensure staff are clear about their roles and responsibilities, and that their practice is consistent with setting's values, policies, procedures and quality standards
- To monitor progress in relation to appraisal objectives

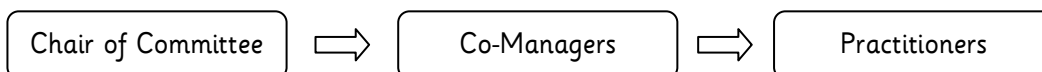


- To identify and review personal development needs and activities for staff that relate to their roles and the needs of the setting
- To model a preferred way of working and relating, which can be transferred to other working relationships

### Procedure

- Each member of staff will have a supervisor – this will usually be the member of the leadership team that supports their Performance Management.
- Supervision will be in addition to Performance Management, be face-to-face, and take place in a setting private and free from disturbance.
- Supervision will be on a 6 weekly basis – but the frequency may change depending on circumstances, such as complex child protection issues – and supervision sessions will last between 45 mins -1.5 hrs.
- Supervisors will establish a shared view of supervision, including ways in which staff members have felt supported in the past and what they have found useful/less useful. A setting-wide Staff Supervision Agreement will be put in place.
- All supervision is recorded by the supervisor, shared with the supervisee and stored.
- An agreed Staff Supervision Record form will be used to capture discussion points and decisions made.
- Safeguarding decisions will be clearly stated and will be recorded in the child's individual file by the staff member/key person.
- The Supervision Record will be printed and given to the staff member at the end of the session or within 5 working days.
- The staff member will check the notes and complete any amendments, returning the record to the supervisor.
- At the next supervision session, both parties will *formally* agree the notes of the previous meeting, and this agreement will be recorded in the next meeting notes.
- During every supervision meeting, it is essential that both the supervisor and supervisee make a note of decisions made and actions required, and these actions are formally agreed at the end of the meeting.
- Supervision notes/records will be stored securely in individual staff records, move with the employee if they take up another post within Bristol, and be kept for one year after a member of staff leaves the setting.

### Supervision structure



- Supervision of students will be by their practice educator.
- Supervision of volunteers will be in line with this policy.

### Roles and responsibilities

#### Supervisors need to:

- Ensure that staff members receive the appropriate amount and regularity of supervision. This may vary according to roles and hours worked.
- Avoid postponing supervision sessions. Where cancellation is unavoidable, it is the responsibility of the supervisor to arrange an alternative time as near as possible to the original time.
- Arrange a suitably private venue free from disturbances.
- Be prepared to challenge and to give and receive constructive feedback.

#### Supervisees need to:

- Value the importance of supervision and contribute to an effective process.
- Prepare for, attend and actively contribute to supervision meetings.
- Act on decisions made in supervision.
- Be open to challenge and to receive and give constructive feedback.

### Training and Development

- Supervision training will be completed by all members of staff and will include general supervision skills and information for using standards and documentation.





### **Supervision of supervision**

- The supervisor's task is a complex and vital one. It is necessary that their own ongoing supervision arrangements include agreed space to talk about the supervision they offer.
- The provision of specific supervision of their supervisory practice will require consideration.

### **Monitoring and Evaluation**

- Supervision practices will be quality assured in line with the monitoring and evaluation policy.
- Outcomes to be reported to management committee.



# WORKING FROM HOME

## Policy statement

To plan, record and assess for your child's learning and development according to the Early years foundation stage (EYFS) we complete various paper and electronic documents. We wish to prioritise spending time extending and supporting the children in their play as this is the greatest benefit to their learning and development. It has therefore been agreed that with consent, certain staff can take certain records home to complete. This excludes any personal information such as contact numbers, addresses, family information and photographs.

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-being	2.1 Respecting Each Other 2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key Person	3.1 Observation, Assessment and Planning 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 4.4 Areas of Learning and Development

## Procedures

We undertake rigorous pre – employment and ongoing checks on the suitability of our staff. All staff are checked using the disclosure and barring service (DBS), as well as references are taken to ensure their suitability to work with children. Staff complete a self-certification record annually. We check this regularly through supervision meetings and safeguarding audits and training.

Paper work staff MAY be permitted to take home:

- Learning journals (excluding personal information)
- Two year progress check
- School transitions documents
- Termly learning journal sheets
- Observations
- EYFS
- And any other development records

The management team may take home all of the above records for moderation and group assessment purposes for any child attending Sandon Cygnets. In addition, management may also take home /access at home the following:

- Attendance spreadsheet
- Cohort tracking document
- Letters to parents
- Electronic document containing parent/carer information.
- Staff contact details
- Staff appraisals, observation and supervision records
- SEND records
- Accounting and invoice information and documents
- Local authority funding account

All laptops and tablets within the setting are password and are anti-virus protected and are locked away when not in use.

Records and data may only be stored at home i.e. not to be left in a car or car boot or anywhere that they can get lost or misplaced i.e away from family members and visitors and not shared with others under any circumstances and MUST be stored away securely when not in use preferably in an office or a lockable bag or case.



Any member of staff that uses the information that is taken home for anything other than the intended purpose will be given the disciplinary procedure and reported to Local authority designated officer (LADO) and the information commissions office (ICO)

**Legal framework**

General data protection regulations (GDPR) 2018

Human Rights Act (1998)



# QUALITY ASSURANCE POLICY

## Policy statement

Cygnets Pre-School is committed to providing high quality practice for all children and their families.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Unique Child 1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Wellbeing	2.1 Respecting Each Other 2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key person	3.1 Observation, Assessment and Planning 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 4.4 Areas of Learning and Development

## Procedures

Cygnets Pre-School aims to provide a high quality service and has high expectations of both staff and children to enjoy and achieve and make progress in their development. This is achieved through:-

- Consultation with children – providing them with opportunities to choose resources, treat all as individuals, provide key person for each child and start with their interests and needs in planning their learning and development.
- Building relationships with parents – help parents support their children’s learning and development, invite them into the setting and share policies and practice.
- Comprehensive Policies and Procedures that cover the EYFS and ECM outcomes providing a legal framework for the running of the setting. This will include an effective risk assessment to ensure children are kept safe from hazards.
- Effective recruitment procedures that leads to qualified and effective staff members. Ensure staff are fully inducted into Sandon Cygnets and are mentored in their role of key person.
- Providing an enabling environment that encourages children’s exploration and play and builds their self esteem
- Building relationships with other agencies involved in the care of children.

Monitoring and evaluating your services is a crucial element of ensuring the services you are offering are of good quality and up to date.

- Ofsted self assessment model – this is a useful tool to reflect on current practice and used as a basis to produce an Action Plan;
- Action Plan – this is used to evaluate current practice and to implement changes in a manageable timeframe. Senior staff meet on a half termly basis to discuss progress and these are shared with all staff members at half termly staff meetings
- Staff Meetings – these will be held weekly to provide a formal opportunity to feedback, monitor and evaluate practice. This will also give opportunity to feedback on the week’s events and individual children’s needs
- Staff appraisals and 1:1’s – annual staff appraisals and regular 1:1’s ensure that staff are aware of the expectations of them, to discuss any concerns they have and to monitor CPD.
- Parent questionnaires – This can be done on an annual basis to provide parents with the opportunity to have a say in how they find the practice/service. From time to time stand alone questionnaires may be used to consult parents on possible changes and information used to inform these changes.
- Consult children – children should be consulted on a regular basis to find out what they like and dislike about the setting. This information can be used to change resources etc

Reviews of risk assessments, accident, incident reports to highlight any concerns in these areas



# KEY PERSON & SETTLING IN POLICY

## Policy Statement

At Cygnets Pre-school, we want children to feel safe, stimulated and happy in the absence of their parents, to recognise other adults as a source of authority, help and friendship and to be able to share their new learning experiences with their parents afterwards. From the beginning, we want parents to feel welcome, involved and confident in all that the Pre-school offers.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child Development 1.2 Inclusive Practice	2.1 Respecting Each Other 2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key Person	3.1 Observation, Assessment and Planning 3.2 Supporting Every Child	4.4 Areas of Learning and Development

## Procedure

We aim to make the Pre-school a welcoming place, where children feel comfortable and settle quickly and easily, through consideration of the individual needs and circumstances of children and their families. We will achieve this in the following ways:

- By creating opportunities for the exchange of information using our welcome pack.
- By ensuring plentiful opportunities for parents to inform Pre-school about their children's current achievements and interests.
- During the weeks or term before a child starts, we offer opportunities for the child and his/her parents to visit the Pre-school.
- When a child starts to attend, we work with his/her parents to decide on the best way to help the child settle into the Pre-school.
- We make it clear to families that they will be welcomed and supported for as long as it takes to settle their child. We understand that parents or carers may wish to stay for part or all of the sessions during the first week, gradually taking time away from their child and increasing it as and when the child is able to cope. Providing the child settles well and does not need additional support, we encourage the following:

Day 1	Parent / Carer will stay and play with child for 1 hour
Day 2	Child will stay for 2 hours with parent / carer nearby (in staffroom)
Day 3	Child will stay for 3 hours (9-12)
Day 4	Child will stay for their regular session

- Younger children and children who have not previously spent time away from home may take longer to settle in. Children who have had a period of absence or disruption at home such as illness or the arrival of a new sibling may also need their parent/carer to be on hand to re-settle them.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We allocate a key person to each child, before s/he starts to attend. The key person or other named person welcomes and looks after the child and his/her parents at the child's first session.
- We use pre-start visits and the first session at which a child attends to ensure that all the child's registration records are complete.
- We monitor and record the first six days of a child's time with us and share this with parents to ensure the child's well-being is put first at all times.
- After the first 6 sessions, we will arrange a settling in meeting with parents / carers to share how they have settled in. This gives Key Workers a chance to get to know the parents and to find out more about the children.
- We endeavour to reassure parents whose children seem to be taking a long time to settle.



# PARENTAL INVOLVEMENT & COMMUNICATION POLICY

## Policy Statement

At Cygnets Pre-school, we believe that children benefit most from pre-school early years education and care when parents and pre-schools work together in partnership.

## Aim

We aim to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We try to involve all parents in the Pre-school, whether this is through involvement in the committee, through contributing skills, knowledge and interests or through any other way they feel comfortable with. Parental involvement and an open dialogue with parents is key to the success of Cygnets Pre-school. For the purposes of this document, 'parents' is used to mean both mothers and fathers, as well as step-parents and parents who do not live with their children but have contact with them and play a part in their lives. 'Parents' also includes same sex parents, foster carers and other individuals who may have parental responsibility for a child.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-Being	2.1 Respecting Each Other 2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key Person		4.4 Areas of Learning and Development

## Procedure

In order to fulfil these aims:

- We consult with parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- We encourage and support parents to play an active part in the running of the committee and management of the Pre-school.
- Staff are aware of the need to maintain confidentiality
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We inform parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.



- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.
- We provide parents with the opportunities for accessing parent workshops.



# ADMINISTERING MEDICINES POLICY

## Policy Statement

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the Pre-School, 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 Pre-School. If a child has not had a medication before, it is advised that the parent keeps the child at home for the first 24 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 Health and Safety Officer is responsible for ensuring all staff understand and follow these procedures.

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

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-being	2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key Person	3.2 Supporting Every Child 3.4 The Wider Context	

## Procedures

Children taking prescribed medication must be well enough to attend the Pre-School. If they are we will follow the procedures below.

- Only prescribed medication will be administered. It must be in-date and prescribed by a GP, dentist or pharmacist for the current condition with a visible label that can be checked.
- 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 in our record book. 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 at the end of each day.

### *Storage of medicines*

- All medication is stored safely in a marked plastic box.
- The child's key person is responsible for ensuring medicine is handed back at the end of the day to the parent. In their absence the leader/deputy will be responsible.
- For some conditions, medication may be kept in the Pre-School. Key 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 parent.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.
- No child may self-administer medication, with the exception of asthma inhalers. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

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





- A risk assessment is carried out for each child with long term medical conditions that require ongoing medication. This is the responsibility of the Health and Safety Officer alongside the key person. Other medical or 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 Pre-School, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions key staff will need to have training in a basic understanding of the condition as well as how the medication is to be administered correctly. The training needs of staff should be part of the risk assessment.
- The risk assessment includes vigorous activities and any other pre-school activity that may give cause for concern regarding an individual child's health needs.
- The risk assessment includes arrangements for taking medicines on outings and 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 key person's role and what information must be shared with other staff who care for the child.
- The health care plan should include the measures to be taken in an emergency.
- The health care plan is reviewed every six months or more often if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects.
- Parents receive a copy of the health care plan and each contributor.

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

- If children are going on outings, staff accompanying the children wherever possible should include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication.
- Medication for a child is taken in a sealed plastic box clearly labelled with the child's name and 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 record book and the parent signs it.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name and name of the medication. Inside the box is a copy of the consent form signed by the parent.
- This procedure is read alongside the outings procedure.

#### **Further guidance**

Managing Medicines in Schools and Early Years Settings (DfES 2005)

<http://publications.teachernet.gov.uk/eOrderingDownload/1448-2005PDF-EN-02.pdf>

Guidance on infection control in schools and other childcare Settings (Public Health England, 2014)



# MANAGING INFECTIOUS DISEASES, ILLNESSES & ALLERGIES POLICY

## Policy Statement

We provide care for healthy children and promote health through identifying allergies and preventing contact with the allergenic substance and through preventing cross infection of viruses and bacterial infections. This includes teaching the children about good hygiene. We ask parents to work with us to limit the spread of illness to other children and members of staff.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
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 3.4 The Wider Context	

## Procedure for children with allergies

When a child starts at the Pre-school we ask parents whether they suffer from any known allergy. This is recorded on the registration form. If a child has an allergy, a risk assessment is carried out to detail the following:

- the allergen (the substance, material or living creature the child is allergic to, such as nuts, eggs, bee stings, cats etc)
- the nature of the allergic reaction eg rash, anaphylactic shock, breathing difficulties
- what to do in case of an allergic reaction, any medication used and how to administer it, eg EpiPen
- control measures, such as how the child can be prevented from contact with the allergen
- review

This form is kept on the child's personal file and all staff are made aware which children have known allergies. A list of children's allergies/special needs is displayed along with their photograph for easy recognition on the front of the cupboard in the food preparation area. All staff know where the list is displayed. A consent form allowing staff to administer the necessary medication must be completed by the parents/guardian and kept in the child's file. The pre-school applies a nut free zone in the building, this is explained to parents of children attending lunch club and applied on the selection of snacks and ingredients used in cooking activities. Parents train (or organise for training of) staff in how to administer special medication in the event of an allergic reaction.

## Procedure for children with sickness or infectious disease

- If children appear unwell during the day – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the leader/deputy calls the parents and asks them to collect the child, or send a known carer to collect on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts.
- Temperature is taken using a temperature strip kept in the first aid box.
- In extreme cases of emergency the child should be taken to the nearest hospital and the parent informed.
- Parents are asked to take their child to the doctor before returning them to Pre-School; the Pre-School can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics, parents are asked to keep them at home for the first 48 hours before returning to the Pre-School.
- After diarrhoea or sickness, parents are asked to keep children home for 48 hours.



- The Pre-School has a list of excludable diseases and current exclusion times. The full list is displayed on the parent notice board. We follow the Public Health guidelines on infection control in schools and other childcare settings:

[www.publichealth.hscni.net/sites/default/files/Guidance\\_on\\_infection\\_control\\_in%20schools\\_poster.pdf](http://www.publichealth.hscni.net/sites/default/files/Guidance_on_infection_control_in%20schools_poster.pdf)

### Reporting of 'notifiable diseases'

- If a child or adult is diagnosed suffering from a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988, the GP will report this to the Health Protection Agency.
- When the Pre-School becomes aware, or is formally informed of the notifiable disease, the Health and Safety Officer or Leader will inform Ofsted and acts on any advice given by the Health Protection Agency.

### HIV/AIDS/Hepatitis procedure

HIV virus, like other viruses such as Hepatitis, (A, B and C) are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.

- Single use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Soiled clothing is bagged for parents to collect.
- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; cloths used are disposed of with the clinical waste. (In the appropriate bins in the toilets).
- Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.

### Nits and head lice

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

### Further guidance

Managing Medicines in Schools and Early Years Settings (DfES 2005)

<http://publications.teachernet.gov.uk/eOrderingDownload/1448-2005PDF-EN-02.pdf>

<http://www.kidsallergies.co.uk/>

Guidance on Infection Control in Schools and other Child Care Settings (Health Protection Agency 2006)

[http://www.hpa.org.uk/web/HPAwebFile/HPAweb\\_C/1194947358374](http://www.hpa.org.uk/web/HPAwebFile/HPAweb_C/1194947358374)

### Useful contact numbers:

Hertfordshire Health Protection Agency  
Health Protection Agency  
Beacon House  
Dunhams Lane  
Letchworth  
Herts  
SG6 1BE  
Tel: 01462 705300  
Fax: 01462 705301

Email: [bedsandhertshpu@hpa.org.uk](mailto:bedsandhertshpu@hpa.org.uk)

Ofsted – 0300 1231231



# NAPPY CHANGING & INTIMATE CARE POLICY

## Policy statement

We wish to include all children in our setting and understand that children arrive at pre-school at different stages in their development and that some children may still be in nappies or trainer pants. Staff may have to change nappies from time to time and some children may be reluctant for this to happen. We work with parents towards toilet training, unless there are any medical or developmental reasons why this would be inappropriate.

Intimate care refers to the care given when meeting a child's toileting and hygiene needs. This will range from minimal assistance to full care depending on the individual child's development and any special needs or disability.

## Aim

The aim is to ensure that nappies are changed in a caring and hygienic manner with minimum distress to the child in a way agreed with the parents.

We aim to provide intimate care when required, which acknowledges the responsibilities, and protects the rights of everyone involved.

We believe that children have the right to be treated with sensitivity and respect, and in such a way that their experience of intimate care is a positive one. We acknowledge that it is essential that every child is treated as an individual and that care is given as gently and as sensitively as possible.

We also believe that every child should be encouraged to have a positive image of their own body. We aim to provide guidance and reassurance to staff, and protect the rights and well being of children.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-being	2.1 Respecting Each Other 2.2 Parents as Partners 2.4 Key Person	3.2 Supporting Every Child 3.4 The Wider Context	

## Procedure

### Role of Parent/Carer

In order to care for the children's physical needs we ask that parents/carers:

- Make sure that wherever possible children arrive at pre-school wearing a clean nappy or trainer pants
- Provide nappies, wipes and bags for soiled nappies so that if it is necessary to change the child their individual needs can be met.
- Discuss any issues arising from the policy with the management team at Sandon Cygnets, or key person.

### Nappy changing and intimate care procedure

The pre-school will ensure that:

- Only a person with relevant DBS checks will change children's nappies or trainer pants, preferably the key person of the child, but not limited to this person alone
- Children's nappies or pants will be changed in a private, designated area which complies with Health, Hygiene and Safety regulations
- Although this area is private, it is not secret and the member of staff can still be easily seen or heard by other staff members (leave door slightly open)
- The designated area/mats etc. will be cleaned before and after a child is changed with a suitable disinfectant cleaner
- A child will never be left alone on the changing mat
- Staff will wear clean disposable gloves and plastic aprons for each child



- Appropriate hand washing facilities will be available for the adult and the child to use after nappy changing
- Dirty nappies/pants will be bagged and disposed of hygienically
- The child's privacy will be respected at all times during nappy changing
- If the parent/carer has any queries or concerns about this procedure they should talk to their child's key person or any other member of staff
- Potty training is encouraged in accordance with the wishes and methods of the parent/carer
- If a child is distressed by nappy changing the parent/carer may be asked to attend the setting to change the nappy
- Nappies are changed when needed
- Children and young people's dignity will be preserved and a high level of privacy, choice and control will be provided to them. Staff who provide intimate care to children and young people have a high awareness of child protection issues. Staff behaviour is open to scrutiny and staff at Cygnets work in partnership with parents/carers to provide continuity of care to children/young people wherever possible.
- Staff deliver a full personal safety curriculum, as part of Personal, Social and Health Education, to all children and young people as appropriate to their developmental level and degree of understanding. This work is shared with parents who are encouraged to reinforce the personal safety messages within the home.
- Cygnets Pre-School is committed to ensuring that all staff responsible for the intimate care of children and young people will undertake their duties in a professional manner at all times. Cygnets Pre-School recognises that there is a need to treat all children and young people with respect when intimate care is given. No child should be attended to in a way that causes distress or pain.
- All children and young people who require intimate care are treated respectfully at all times; the child's welfare and dignity is of paramount importance.
- Staff who provide intimate care are trained to do so (including Child Protection and Health and Safety training in moving and handling) and are fully aware of best practice. Apparatus will be provided to assist with children and young people who need special arrangements following assessment from physiotherapist/ occupational therapist as required.
- There is careful communication with each child who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc.) to discuss the child's needs and preferences. The child is aware of each procedure that is carried out and the reasons for it.
- As a basic principle children and young people will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for themselves as they can. This may mean, for example, giving the child responsibility for washing or dressing themselves. Individual intimate care plans may be drawn up for particular children as appropriate to suit the circumstances of the child. These plans might include a full risk assessment to address issues such as moving and handling, personal safety of the child and the carer and their health.
- Each child's right to privacy will be respected. Careful consideration will be given to each child's situation to determine how many carers might need to be present when a child needs help with intimate care. Where possible one child will be cared for by one adult unless there is a sound reason for having two adults present. If this is the case, the reasons should be clearly documented.
- Wherever possible the same child will not be cared for by the same adult on a regular basis; there will be a rota of carers known to the child who will take turns in providing care. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing, while at the same time guarding against the care being carried out by a succession of completely different carers.
- Each child and their parents will have a Key person or senior member of staff to act as an advocate to whom they will be able to communicate any issues or concerns that they may have about the quality of care they receive.
- Where appropriate, all children and young people will be taught personal safety and hygiene skills carefully matched to their level of development and understanding.
- Changes in a child's presentation, e.g. marks, bruises, soreness etc. s/he will immediately report concerns to the appropriate manager/ designated person for child protection. A clear record of the concern will be completed and when necessary, a child welfare concern will be logged with the Safeguarding Children Service and a referral made to the Social Care Helpdesk. Parents will be informed that a referral is necessary prior to it being made unless doing so is likely to place the child at greater risk of harm.



- If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of this process in order to reach a resolution. Staffing schedules will be altered until the issue(s) are resolved so that the child's needs remain paramount. Further advice will be taken from outside agencies if necessary.
- If a child makes an allegation against a member of staff, all necessary procedures will be followed.



# FOOD AND DRINK POLICY

## Policy statement

We regard snack and meal times as an important part of the setting's session. Eating represents a social time for children and adults and helps children to learn about healthy eating.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 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	4.2 Active Learning 4.4 Areas of Learning and Development

## Procedure

- Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences, including any allergies.
- We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs, including any allergies, are up to date and display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
- We provide nutritious food for snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We include foods from the diet of each of the children's cultural backgrounds.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate and help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- In order to protect children with food allergies, we have rules about children sharing and swapping their food with one another.
- We ask that items such as grapes are sliced in half to reduce choking risk.
- For children who drink milk, we provide whole, pasteurised milk.
- All staff who are involved in snack preparation are to participate in a food hygiene course or receive training and supervision from a person who has done so..
- We will notify Ofsted of any food poisoning affecting two or more children looked after on the premises.
- We register our provision with the local environmental health department.



## Hot lunches and packed lunches

We offer a lunch club for children and will:

- inform parents of our policy on healthy eating through a guide to lunch club.
- encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts
- discourage sweet drinks and can provide children with water or milk.
- discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits.
- ensure staff sit with children to eat their lunch so that the mealtime is a social occasion.
- ask parents to ensure grapes, cherry tomatoes etc are cut in half long ways.
- hot lunches are provided by Herts Catering Ltd (also supply to Sandon JMI School) and are available for a charge.

## Further Guidance

Food Standards Agency

<http://www.eatwell.gov.uk/agesandstages/children/>

[www.food.gov.uk](http://www.food.gov.uk)





# ASTHMA POLICY

## Policy Statement

Asthma is a serious condition affecting 10-15% of children. We positively welcome all children with asthma. This policy has been written with advice from the Department for Education, the National Asthma Campaign and the local education authority. We ask all parents with a child suffering with asthma to read this policy before their child joins us.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-being	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	

## Procedure

During the induction process, parents will have the opportunity to explain their child's needs and appropriate support will be offered. They will be asked to complete a consent form for staff to assist their child with administering medication if necessary.

## Medication

The reliever inhalers of children will be kept in the pre-school room in a designated box. All inhalers must be labelled with the child's name by the parent and parents are responsible for checking the inhaler's expiry date and that it has not run out. Pre-school staff are not required to administer medication to children except in an emergency, however pre-school staff can assist children with the use of inhalers.

## The Pre-School Environment

The Pre-school does all that it can to ensure the environment is favourable to children with asthma. The Pre-school does not keep furry or feathery pets indoors and has a non-smoking policy.

## Asthma Attacks

The Pre-school follows the following procedure in the event of an asthma attack:

1. Ensure that the reliever inhaler is taken immediately
2. Stay calm and reassure the child
3. Help the child to breathe by ensuring tight clothing is loosened

The child's parents will be called immediately at the onset of an attack, because of the age of the child.

## During an asthmatic emergency the following procedures are followed:

1. Keep calm. Talk to the child, reassure them that they will be helped and looked after.
2. Give the child space to breathe. If possible, clear other children from the area.
3. Allow the child to find a comfortable position. Do **not** insist that they lie down; they will probably feel more comfortable sitting upright.
4. Use reliever inhaler, give two puffs. (One puff to child every five breaths they take.)
5. If child's respiration rate returns to normal, continue to observe him/her closely and inform parents.
6. If the child becomes more distressed or the situation becomes more serious, give two more puffs or reliever **and** call an ambulance (999), state clearly "**ASTHMATIC ATTACK**". Stay with child, using the routine of one puff of reliever to every five breaths and continue to administer the inhaler until the child's condition improves or further help arrives.



7. Try and keep a note of the time of the attack and the number of 'puffs' of inhaler given prior to the ambulance/parents arriving.
8. NEVER use a paper bag to treat an asthmatic attack.

**At all times staff will trust their instincts when dealing with an incident of this nature. They will not hesitate to call for help if they are worried about the condition of a child experiencing an asthmatic attack.**

#### **Further guidance**

Managing Medicines in Schools and Early Years Settings (DfES 2005)

<http://publications.teachernet.gov.uk/eOrderingDownload/1448-2005PDF-EN-02.pdf>

[www.asthma.org.uk](http://www.asthma.org.uk)



# SUN PROTECTION POLICY

## Policy Statement

At Cygnets we are aware of the importance of sun protection and want all staff and children to enjoy the sun safely. We aim to work closely with staff and parents to achieve this.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.3 Keeping Safe 1.4 Health and Well-being	2.2 Parents as Partners	3.3 The Learning Environment	4.1 Play and Exploration 4.4 Areas of Learning and Development

## Procedure

- The need for sun protection is discussed interactively with the children.
- Parents and carers are informed of the importance of sun protection through newsletters.
- Sun protection is considered when planning all outside activities from April to September.
- The Pre-School garden has a large shelter and a number of other structures that provide lots of shade. Shaded areas are made full use of when activities are planned outside.
- Parents are asked to provide children with suitable hats, which they are actively encouraged to wear when outside.
- A stock of spare hats is available for children who forget their own.
- All staff model sun protection routines.

## All children

- Should have sun cream applied before arrival at the setting and bring their named sun cream with them ready for reapplication after lunch.
- All children will be encouraged to apply sun cream themselves but will be supervised and supported by staff prior to outside play.
- All children should be dressed sensibly in hot weather to cover sensitive areas such as shoulders and backs.
- Pre-School will keep a small supply of minimum factor 40 sensitive sun creams for use when a child arrives at the setting to stay all day but does not have sun cream with them.
- Fresh drinking water will be available in the outdoor play areas.
- Parental/Carer consent will be obtained and held on file for staff to apply sun cream to children.



# BEREAVEMENT POLICY

## Policy Statement

Every 22 minutes in the UK a parent of dependent children dies, leaving about 41,000 bereaved children each year. Many more are bereaved of a grandparent, sibling, friend or other significant person, and, sadly, around 12,000 children die in the UK each year. Within our school community there will almost always be some recently bereaved children who are struggling with their own situation – or sometimes the entire school community is impacted by the death of a member of staff or a pupil. We would hope to not encounter such circumstances, but the statistical inevitability of such an occurrence implies the necessity of having a Bereavement Policy in place in order that we might be proactive, rather than reactive, when responding to these sensitive situations. Empathic understanding in the familiar and secure surroundings of school may be all the bereavement support some children – or staff – require, though referral to more specialist support should be a consideration where the impact of grief is more complex.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child Development 1.3 Keeping safe Health and well 1.4 being	2.1 Respecting each other 2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key Person	3.2 Supporting Every Child 3.4 The Wider Context	4.4 Areas of learning and Development

## Objectives

The core intentions of the policy are:

- To support pupils and/or staff before (where applicable), during, and after bereavement
- To enhance effective communication and clarify the pathway of support between school, family and community.
- To identify key staff and clarify the pathway of support
- The Children Act 1989 aimed to ensure that the welfare of the child was paramount, working in partnership with parents to protect the child from harm (<http://www.legislation.gov.uk/ukpga/1989/41/section/1> ). All intentions of this policy endorse that aim as we endeavour to counter any adverse effects of bereavement and maintain pupils' emotional well-being.

## Procedures

1. Contact with the deceased's family should be established by the Manager and their wishes respected in communicating with others. Factual information is essential to avoid rumour and confusion, whilst being sensitive to cultural and religious considerations.
2. Staff should be informed before pupils and be prepared (through prior training) to share information in age-appropriate ways, as agreed for each individual circumstance.
3. Pupils who are affected should be informed, preferably in small groups, by someone known to them.
4. A letter to all families affected should be composed at the earliest opportunity and a decision made as to whom, and how, it should be distributed.
5. Minimal disruption to the regular routines in Cygnets will offers a sense of security and familiarity, however a degree of flexibility may be needed.
6. Staff affected by the death will be offered ongoing support as appropriate.
7. In consultation with the bereaved family, arrangements for funeral attendance may be clarified, with the consideration of full or partial closure of the setting in some circumstances.
8. Where necessary a press statement should be prepared by the Manager.
9. Staff should be aware that the impact of bereavement follows a child throughout their school life so information should be recorded and shared with relevant people, particularly at transition points.

## Further guidance

[www.childbereavementuk.org](http://www.childbereavementuk.org)



# PROMOTING POSITIVE BEHAVIOUR POLICY

## Policy Statement

Cygnets pre-school believes that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

## Aim

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-being	2.1 Respecting Each Other 2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key Person	3.1 Observation, Assessment and Planning 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 4.4 Areas of Learning and Development

## Methods

Our named person for behaviour management is Kerry Cain. It is her responsibility to:

- Keep up-to date with legislation, research and news regarding behaviour management.
- Access relevant sources of expertise on handling children's behaviour.
- Check that all staff have relevant training on managing children's behaviour.

## The Role of Staff and Volunteers

When working with children and young people at Sandon Cygnets Pre School all staff and volunteers are acting in a position of trust. It is important that staff and volunteers are aware that they may be seen as a role model by children and must act in an appropriate manner at all times.

When working with children, it is important to:

operate within Cygnets Pre School principles and guidance and any specific procedures always follow the Cygnets Pre School Child Protection and Safeguarding Policy and procedures

always listen to and respect the children

avoid favouritism

treat children fairly and without prejudice or discrimination

value and take children's contributions seriously, actively involving children in planning activities wherever possible

ensure any contact with children is appropriate to the task

ensure language is appropriate and not offensive or discriminatory

follow the e-safety policy and report any breaches

ensure equipment is used safely and for its intended purpose

provide examples of good conduct you wish children to follow

challenge unacceptable behaviour and report all allegations/suspicions of abuse

ensure that whenever possible, there is more than one adult present during activities with children or, if this isn't

possible that you are within sight or hearing of other adults

respect children's right to personal privacy

encourage children and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not

like



You must not:

- patronise or treat children as if they are silly
- allow allegations to go unreported
- make sarcastic, insensitive, derogatory or sexually suggestive comments or gestures to or in front of children
- act in a way that can be perceived as threatening or intrusive
- make inappropriate promises to children, particularly in relation to confidentiality
- jump to conclusions about others without checking facts
- either exaggerate or trivialise what a child tells you
- rely on your reputation or that of the organisation to protect you
- take unnecessary risks when common sense, policy or practice suggests a more prudent approach
- adopt an attitude of complacency regarding your own conduct

We work in partnership with parents /carers. Parents / carers are regularly informed about their children's behaviour by their key person. In the case of recurring or inconsiderate behaviour, we work with parents / carers to identify the cause and decide jointly how to respond appropriately.

Children under 3 years old

When children under 3 behave in an unacceptable way, we understand that the strategies we use for supporting them will need to be developmentally appropriate and will differ from the strategies used for older children.

We recognise that very young children are unable to regulate their own emotions, such as fear, anger, or distress, and will require sensitive adults to help them do this.

Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff will remain calm and patient, offering comfort to intense emotions, helping children to manage their feelings, name them and talk about them to help resolve issues and promote understanding.

### **Rough and Tumble Play and fantasy aggression**

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as mentioned above. We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive. We also recognise that fantasy play also contains many violently dramatic strategies – blowing up, shooting etc; and that themes often refer to “goodies and baddies” and as such offer opportunities for us to explore concepts of right and wrong. We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt. We will tune into the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of “teachable moments” to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

### **Hurtful behaviour**

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

1. We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them,
2. We will help them manage these feelings as they have neither the biological nor cognitive means to do this for themselves.
3. We offer support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his/her own feelings.
4. We do not engage in punitive responses to a young child's rage as that will have the opposite effect.



5. We respond to pre-verbal children by calming them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.
6. We recognise that young children require help understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling.
7. We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
8. We help young children develop pro-social behaviour, such as resolving conflict over who has the toy.
9. We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. For both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
10. We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
11. We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where they are genuinely sorry and wish to show this to the person they have hurt.
12. When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
  - They do not feel securely attached to someone who can interpret and meet their needs
  - This may be in the home and it may also be in the setting;
  - Their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express their feelings of anger;
  - The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse; and
  - The child has developmental condition that affects how they behave.
  - Where this does not work, we support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

### **Bullying & Peer on Peer Abuse**

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. If a child bullies another child or children:

1. We show the children who have been bullied that we are able to listen to their concerns and act upon them;
2. We intervene to stop the child who is bullying from harming the other child or children;
3. We explain to the child doing the bullying why their behaviour is not acceptable;
4. We give reassurance to the child or children who have been bullied;
5. We help the child who has done the bullying to recognise the impact of their actions;
6. We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
7. We do not label children who bully as "bullies";
8. We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
9. We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour.
10. We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
11. We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.



## Strategies for children who engage in inappropriate behaviour

Inappropriate behaviour is different for different ages of children and stages of development but may include, for example

- refusing to share and take turns with other children;
- aggressive behaviour of any kind such as hitting, spiting, kicking or pushing;
- unkind words, name-calling and racist remarks.
- deliberate defiance of a member of staff

Should a child show behaviour that is unacceptable, our staff will use behaviour management strategies that are appropriate to the child's development and needs. For example;

1. Staff, volunteers and students act as good role models and set good examples of positive behaviour.
2. Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity for example by distraction, discussion or by withdrawing the child from the situation.
3. Staff will acknowledge children's feelings, explain what behaviour was not acceptable and help children to gain control of their feelings so that they can learn a more appropriate response.
4. Identify and explain to the child why their behaviour is unacceptable and what the consequences of their words or actions are;
5. Make it clear that it is the behaviour that is unwelcome, not the child.
6. We ensure that there are enough popular toys and resources and enough activities available so that the children are meaningfully occupied without the need for un-necessary conflict over sharing and waiting for turns.
7. We acknowledge considerate behaviour such as kindness and willingness to share.
8. We support each child in developing self-esteem, confidence and feelings of competence.
9. We support each child in developing a sense of belonging in our group, so they feel valued and welcome.
10. We avoid creating situations in which children only receive attention in return for inconsiderate behaviour.
11. The child is given two opportunities to correct their behaviour. Should the behaviour remain the same the child is removed from situation until the child feels he/ she is ready to play or join in with the group appropriately;
12. We remove the child from the situation but not from the room by themselves.
13. We never use or threaten the use of physical punishment such as smacking or shaking.
14. We do not use techniques intended to single out or humiliate individual children.
15. We do not shout or raise our voices in a threatening way to respond to children's behaviour.
16. We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our pre-school leader and are recorded in our Incident Book. A parent is informed on the same day and signs the Incident Book to indicate that he/she has been informed.
17. We never use physical punishment, such as smacking or shaking. Children are never threatened with these;
18. Some attention seeking behaviours are ignored, provided the safety of the child and that of others is not at risk, praise is given to positive behaviour;
19. We never send children out of the room by themselves;
20. In cases of serious misbehaviour such as racial or other abuse, we make clear immediately the unacceptability of the behaviour / attitudes by means of explanation rather than personal blame.
21. In cases of ongoing inappropriate behaviour, it may be necessary to make written observations to establish what triggers the behaviour so that strategies can be employed to avoid it.

### Working with parents

Parents/ carers will be informed of any behaviour management incidents and staff will explore with the parents/ carers the reason for the behaviour and how it will be managed in the future. This will assist the parent and the preschool team to maintain a consistent approach to managing the behaviour.

### Individual Education Plan (IEP)

If a child is under the age of 3 years shows behaviour difficulties which do not improve using the behaviour management strategies already employed at our preschool, staff will work with parents to ensure effective strategies





are in place. These strategies will be developed and monitored through devising a target monitoring form. If the child's behaviour difficulties do not show any improvement, with the parent's permission, it may be necessary to seek support from another professional.

If a child over the age of 3 shows behaviour difficulties which do not improve using the behaviour management strategies already employed at our pre-school, staff will devise an Individual Education Plan (IEP) with the parents/ carers. The nursery will also devise an IEP in the event that the nursery practitioner or parent has a concern about a child's behaviour. If the child's behavioural difficulties do not show any improvement and/or interfere with the child's learning or that of the group, despite our pre-school providing an IEP, with the parent's permission, it may be necessary to seek further guidance through a referral to outside agencies. In the event that the parent refuses permission for the nursery to seek support from outside agencies or should the child's behaviour be a risk to others, our playgroup leaders reserve the right to terminate the child's place at the pre-school.

### **Responsibilities**

Pre-school leaders or key workers are responsible for working in partnership with parents, the Behaviour Management Coordinator and, where necessary, any other professional to manage children's behaviour in accordance with this procedure. Preschool leaders or key workers are the first point of contact for parents and, when appropriate, maintain target monitoring forms or IEPs with the parent and Behaviour Management Co-ordinator. Kerry Cain is the Behaviour Management Coordinator and has overall responsibility for issues concerning behaviour.

The coordinators roles and responsibilities are:

- To ensure that staff is supported in managing children's behaviour through implementing the behaviour management policy and procedure;
- To offer advice and guidance to staff and parents;
- When appropriate, to set up and hold meetings;
- To ensure staff are accessing further training;
- To ensure new appointees are provided with training as part of their induction;
- To liaise with parents, practitioners and other professionals where necessary.



# BITING POLICY

## Policy statement

Many children go through stages in their development that others find unacceptable. Biting in particular can be a stressful form of behaviour affecting the children, practitioners and parents. It is particularly prevalent in children whose language skills are only just developing and can often be an expression of frustration that they have not yet acquired the skills to express what they are feeling. Temper tantrums are another form of behaviour that most children of a similar age or developmental stage go through. Happily, just as temper tantrums eventually diminish with age so usually does biting.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-being	2.1 Respecting Each Other 2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key Person	3.1 Observation, Assessment and Planning 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 4.4 Areas of Learning and Development

## Procedures

The pre-school always follows the same procedures in the event of a child being bitten. Our procedures are as follows:

- To comfort the bitten child and administer appropriate first aid.
- To remove the biting child from the situation and explain why biting is unacceptable, that it hurts the other child and showing the mark or bruise. Also removing the child from the circumstances that provoked the biting for a short period of time. This will always be done to make it clear to the child that it is the behaviour and not them that are unacceptable.
- We will always inform the parents of the bitten child and ask them to sign an accident form.
- We will always inform the parents of the child that has bitten, get them to sign an incident form and explore with them their strategy for dealing with such incident in they occur at home. If their strategy was a direct contradiction of our strategy (e.g. biting the child back) we would explain why we thought this was an inappropriate response.
- To discuss with staff members the incidents concerned and evaluate the situation.
- In a small minority of cases where biting is persistent to the point of a concern it may be appropriate to enlist the help of other professionals e.g. health visitors, Inclusion Development Officer, to look closely at any other contributory factors.
- Staff members will not disclose the identity of the child that has bitten.



# HEALTH AND SAFETY POLICY

## Policy statement

At Cygnets Pre-school we believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising hazards and risks to enable our children to thrive in a healthy and safe environment and by having clear procedures in place to ensure that health and safety standards are maintained. Cygnets Pre-School recognises that it has a responsibility to ensure that the health, safety and welfare of staff is maintained, both on our own premises and at any other site where employees may work. Finally we also recognise that it has a responsibility to secure the health, safety and welfare of any person visiting or carrying out works on any premises under its control.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-Being	2.1 Respecting Each Other 2.2 Parents as Partners	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 4.4 Areas of Learning and Development

## Procedures

In order to ensure that this policy is effective, Cygnets Pre-School will:

- comply with relevant health and safety legislation and codes of practice relating to the provision of child care;
- take appropriate steps to prevent accidents or injury;
- provide appropriate and comprehensive procedures and guidelines;
- provide safe and healthy places of work and equipment;
- ensure that employees receive any necessary instruction, information, training and supervision to enable them to carry out their respective duties safely;
- appoint competent persons to ensure that the aims of the policy are met;
- protect the health and safety of other persons who may be affected by our business activities;
- introduce suitable arrangements to allow for communication and discussion on health and safety;
- regularly review, and where necessary update, this policy and any relevant procedures.

## Employees

Employees must recognise that they have an important part to play in the success of this policy, by:

- taking reasonable care of themselves, their colleagues, visitors and members of the public;
- complying with all procedures and guidelines;
- only carrying out activities which they have been trained to undertake;
- co-operating in all aspects of health and safety;
- ensuring that any health and safety hazards are adequately controlled and promptly reported to the management;
- never interfering with, damaging, or misusing any equipment, safety device, material or facilities provided for their work activities;
- ensuring that all accidents are properly reported in line with the relevant procedure.

## Responsibilities



Overall responsibility for health and safety rests with the Co-Managers and Committee, however this is supported on a day to day basis by the Health and Safety Officer, whom reports to her. Those members of the team are competent to carry out their responsibilities. They have undertaken health and safety training and regularly update their knowledge and understanding. The Health and Safety Officer is responsible for the day to day implementation of Health and Safety issues, including risk assessments and ensuring that we have an active input into risk assessments carried out by Sandon JMI School, with whom we share the premises. They are also responsible for implementing procedures if an incident occurs. We display the necessary health and safety poster. Contractors working on behalf of Cygnets Pre-School will also be expected to:

- comply with all relevant health and safety legislation;
- abide by our policies and procedures, and any local instructions given by Cygnets Pre-School staff;
- take reasonable care for the health and safety of their employees, and any other persons affected by their activities;
- carry out their activities in a safe manner, and ensure that any equipment used is suitable and maintained in a safe condition;
- co-operate fully with the management of Cygnets Pre-School;
- promptly report all accidents to the management of Cygnets Pre-School.

### **Risk assessment**

We maintain lists of health and safety issues which are checked:

- daily before the session begins;
- termly
- annually - when a full risk assessment is carried out.

Our risk assessment process includes:

- checking for hazards and risks indoors and outside, and in our activities and procedures. Our assessment covers adults and children;
- deciding which areas need attention;
- developing an action plan which specifies the action required, the timescales for action, the person responsible for the action and any funding required.
- Assessing for students and for specific circumstances such as pregnancy

### **Insurance Cover**

We have public liability insurance and employers' liability insurance. The certificate is displayed on the wall inside the door at Cygnets.

### **Awareness and Training**

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- Health and safety issues are explained to the parents of new children so that they understand the part they play in the daily life of the pre-school.
- Health and safety training is included in the annual training plans of staff as necessary and health and safety is discussed regularly at staff meetings.
- Children are made aware of health and safety issues through discussions, planned activities and routines.
- There is access to a telephone on the premises.

### **Children's safety**

- Only persons who have been checked for criminal records by an enhanced disclosure from the Disclosure and Barring Service and are registered with Ofsted as child carers have unsupervised access to the children.



- Adults do not normally supervise children on their own. No child is left alone with a member of staff/volunteer without being visible to others.
- All children are supervised by adults at all times, whilst allowing for the free movement of children and adults within the setting. Children are allowed to go to the toilet independently only after asking permission from a member of staff.
- Whenever children are on the premises at least two adults are present.
- Space is made for children who wish to relax or play quietly and is equipped appropriately.
- There will be safe surfaces beneath and around all climbing equipment and such activities will be appropriately supervised.

### **Security**

- Systems are in place for the safe arrival and departure of children. The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are safely stored during pre-school sessions.
- Children are supervised at all times. In the event of a child being lost or not collected there is a clearly defined procedure to be followed.
- Violent or threatening behaviour towards staff is unacceptable. In any situation of this kind, we will call the police.

### **Premises**

The registered premises are for the sole use of the pre-school during the hours of operation. Cygnets Pre-School will take appropriate steps to ensure that the premises remain clean, are well lit, adequately ventilated and kept at an adequate temperature, and maintained in a suitable state of repair and decoration.

### **Windows**

- Low level windows are either made from safety glass or are suitably covered to prevent breakage.
- Windows above ground level are secure so that children cannot climb through them.

### **Doors**

- We take precautions to prevent children's fingers from being trapped in doors.

### **Floors**

- All surfaces are checked daily to ensure they are clean and not uneven or damaged, to avoid slips, trips and falls.

### **Food preparation**

- There is a small area that is available to prepare fruit for snack.
- Food preparation areas conform to environmental health and food safety regulations. All surfaces are clean and non-porous.
- There are separate facilities for hand-washing and for washing up.
- Cleaning materials and other dangerous materials are stored out of children's reach. The correct storage and usage information for cleaning materials is recorded in the Control of Substances Hazardous to Health (COSHH) book.
- When children take part in food preparation activities, they are supervised at all times and are kept away from hot surfaces and hot water; and do not have unsupervised access to electrical equipment.

### **Electrical/gas equipment**

- All electrical/gas equipment conforms to safety requirements, does not pose a hazard to the children and is checked regularly.



- Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

### **Storage**

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

### **Outdoor area**

- We will ensure that children can play safely outside through a combination of supervision at all times, by competent employees and protection from hazards.
- The outdoor area is securely fenced.
- The outdoor area is checked for safety and cleared of rubbish before it is used.
- Usually hazardous indoor plants and outdoor plants are not on the premises; if they are present they are inaccessible to children. Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Ponds, drains, pools or any natural water are made safe or inaccessible to children. Outdoor water activities are closely supervised at all times. Where water can form a pool on equipment, it is emptied before children start playing outside.
- The outdoor sand pit is covered when not in use.

### **Hygiene**

- We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines, in line with the EYFS encourage the children to learn about personal hygiene.
- The registered person ensures that staff are informed and aware of the importance of good hygiene practice in order to prevent the spread of infection. Staff are informed of and kept up to date with hygiene procedures.
- We work with Sandon JMI School to ensure communal areas are clean.
- All resources and equipment, dressing up clothes and furnishings are cleaned as and when necessary. A record of cleaning is made in the diary each time it is carried out.
- The toilet area has a high standard of hygiene including hand washing and drying facilities.

We implement good hygiene practices by:

- cleaning tables between activities;
- checking toilets regularly;
- wearing protective clothing, such as aprons and disposable gloves - as appropriate;
- providing sets of clean clothes;
- providing tissues and wipes;
- ensuring sole use of paper towels.
- double bagging used nappies
- emptying the bin when it is full and at the end of each day.

### **Activities**

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the pre-school.
- Furniture, toys and equipment on the premises are in good repair and conform to BS EN safety standards or the toys (Safety) Regulations (1995) where applicable.



- Large equipment will be erected with care and checked regularly.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- We meet the following minimum indoor space provision per child: children aged 2 - 2.5 square metres and children aged 3-5 years - 2.3 square metres. Play areas are large enough to give
  - scope for free movement and well spread out activities. There are separate areas for different activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials - including paint and glue - are non-toxic.
- Sand is clean, protected from contamination and is suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

### **Accident Book**

- records any accidents, and if to a child, is signed by the parent/guardian
- is kept safely and accessibly
- all staff know where it is kept and how to complete it. Volunteers report any accidents to a member of staff, who will assist them in completing the form.
- is reviewed at least once a term (on 6 term calendar) to identify any potential or actual hazards
- we have a separate accident book for staff and adults
- Accident books are kept for a minimum of three years and we comply with the Data Protection Act 1998. Ofsted is notified of any injury requiring treatment by a hospital, or the death of a child or adult.

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

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

### **Safety of adults**

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.
- All warning signs are clear and legible.
- Adults do not remain in the building on their own or leave on their own after dark
- The sickness of staff and their involvement in accidents is recorded.
- All staff will be required to attend a moving and handling course.

### **Records**

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

- adults authorised to collect children from pre-school;
- the names, addresses and telephone numbers of emergency contacts in case of children's illness or accident;
- the allergies, dietary requirements and illnesses of individual children;
- the times of attendance of children, staff, volunteers and visitors;
- accidents;
- incidents.



In addition, the following policies and documentation in relation to health and safety are in place.

- Risk assessment.
- Record of visitors.
- Fire safety procedures, Fire safety records and certificates.
- Operational procedures for outings.
- Administration of medication and prior parental consent to administer medicine
- Record of the administration of medicines
- Prior parental consent for emergency treatment
- First Aid
- Accident record
- Sick children
- No smoking

All records are reviewed regularly to identify any issues which need to be addressed.

### **Legal Framework**

- Health and Safety at Work Act (1974)
- Management of Health and Safety at Work regulations 1992
- Electricity at Work Regulations 1989
- Control of Substances Hazardous to Health Regulations (COSHH) (2002)
- Manual Handling Operations Regulations 1992 (as amended)
- Health and Safety (Display Screen Equipment) Regulations 1992

### **Further Guidance**

- Health and Safety Law: What you Should Know (HSE 1999)  
[www.hse.gov.uk/pubns/law.pdf](http://www.hse.gov.uk/pubns/law.pdf)
- Health and Safety regulations... a short guide (HSE 2003)  
[www.hse.gov.uk/pubns/hsc13.pdf](http://www.hse.gov.uk/pubns/hsc13.pdf)
- Electrical Safety and You (HSE 1998)  
[www.hse.gov.uk/pubns/indg231.pdf](http://www.hse.gov.uk/pubns/indg231.pdf)
- COSHH: A Brief Guide to the regulations (HSE 2005)  
[www.hse.gov.uk/pubns/indg136.pdf](http://www.hse.gov.uk/pubns/indg136.pdf)
- Manual handling – Frequently Asked Questions (HSE)  
[www.hse.gov.uk/contact/faqs/manualhandling.htm](http://www.hse.gov.uk/contact/faqs/manualhandling.htm)





# MAINTAINING CHILDREN'S SAFETY AND SECURITY ON PREMISES

## Policy statement

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

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.3 Keeping Safe 1.4 Health and Well-Being	2.1 Respecting Each Other 2.2 Parents as Partners		4.2 Active Learning 4.3 Creativity and Critical Thinking

## Procedures

Children's personal safety

- We ensure all employed staff have been checked for criminal records via an enhanced disclosure with children's barred list check through the Disclosure and Barring Service.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

## Security

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

- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults – staff, volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- We only allow access to visitors with prior appointments.
- Our staff check the identity of any person who is not known before they enter the premises.
- We keep front doors and gates locked shut at all times. Back doors are kept locked shut at all times where they may lead to a public or unsupervised area.
- The personal possessions of staff and volunteers are securely stored during sessions.
- Minimal petty cash is kept on the premises.



# OUTINGS AND VISITS POLICY

## Policy statement

Cygnets Pre-School believes that children benefit from being taken out of the setting to go on visits or trips to suitable venues for activities that enhance their learning experiences. We have procedures to keep children safe on outings and all staff and volunteers are aware of and follow these procedures

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-Being	2.1 Respecting Each Other 2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key Person	3.1 Observation, Assessment and Planning 3.2 Supporting Every Child 3.3 The Learning Environment	4.1 Play and Exploration 4.2 Active Learning 4.3 Creativity and Critical Thinking 4.4 Areas of Learning and Development

## Procedure

- A risk assessment is carried out before an outing takes place, which includes travel arrangements as well as the location to be visited
- All venue risk assessments are made available for parents to see.
- A letter will be sent to all parents/carers giving them relevant information for the outing.
- Parents/carers will be asked to sign specific consent forms before major outings.
- Our adult to child ratio is high, normally one adult to two children, depending on their age, sensibility and type of venue as well as how it is to be reached.
- Named children are assigned to individual staff/volunteers to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.
- Outings are recorded in an outings record book kept in the setting stating:
  - o The date and time of outing.
  - o The venue and mode of transport.
  - o Names of staff assigned to named children.
  - o Time of return.
- Staff will take a mobile phone on outings (parents are advised of the mobile phone number) and supplies of tissues, wipes, pants etc as well as a mini first aid pack, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
- Staff will take a list of children with them with contact numbers of parents/carers, together with any medical forms, allergy advice and essential medical items such as inhalers.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.
- If coach travel is part of the outing, the number of people on the coach will be counted and double-checked before leaving.
- Staff and volunteers with mobile phones will exchange phone numbers to make contact easier
- A meeting point will be agreed at each outing venue, so that any individuals becoming separated from the group can easily rejoin the main group

## If a child goes missing on an outing

- We minimise the risk of children getting lost on a Pre-school outing by ensuring that they are closely supervised at all times. Each child not accompanied by a parent or carer on the outing will have a member of staff or other appropriate adult allocated to them. Each adult will be allocated a maximum of two children.



- If a child is lost on the outing, the outing supervisor will instruct all adults and children to return to the agreed meeting point. A count will be taken to confirm who is present/missing. Adults will be asked to confirm when the child was last seen, what they were wearing, and what their mental state was (happy, unsettled, sad etc).
- The supervisor will dispatch staff (with mobile phones) to search for the missing child and alert officials at the venue that there is a missing child and follow their advice. Remaining staff and adults will be allocated additional children to supervise while the search is in progress.
- If advised by officials at the venue, the police should be telephoned to report the situation and staff will follow their advice.
- If the missing child's parents are not on the outing, the supervisor will telephone them to advise them of the situation.
- Depending on the advice of the venue officials and police, the outing may continue along an agreed route while the search continues. All adults will be asked to look out for the child as the outing continues, whilst keeping the other children safe. Alternatively, the outing may be curtailed while the search continues. In this situation, a member of staff should remain at the venue to assist with the search and, if successful, to bring the child back.

If an investigation is required, the procedure laid out in the Lost Child Procedures will be followed.



# RISK ASSESSMENT

## Policy statement

At Cygnets we believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-Being	2.1 Respecting Each Other 2.2 Parents as Partners	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 4.4 Areas of Learning and Development

Risk assessment means: Taking note of aspects of your workplace and activities that could cause harm, either to yourself or to others, and deciding what needs to be done to prevent that harm, making sure this is adhered to.

The law does not require that all risk is eliminated, but that 'reasonable precaution' is taken. This is particularly important when balancing the need for children to be able to take appropriate risks through physically challenging play. Children need the opportunity to work out what is not safe and what they should do when faced with a risk.

Health and safety risk assessments inform procedures. Staff and parents should be involved in reviewing risk assessments and procedures – they are the ones with first-hand knowledge as to whether the control measures are effective – and they can give an informed view to help update procedures accordingly.

This policy is based on the five steps below:

Identification of a risk:

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

## Procedures

Our Health and Safety Office undertakes training and ensures our staff and volunteers have adequate training in health and safety matters.

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



- Where more than five staff and volunteers are employed, the risk assessment is written and is reviewed regularly.
- We maintain lists of health and safety issues, which are checked daily before the session begins, as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.
- Our Health and Safety Officer ensures alongside our partners in Sandon JMI schools that checks, such as electricity and gas safety checks, and any necessary work to the setting premises are carried out annually and records are kept.
- Our Health and Safety Officer ensures that staff members carry out risk assessments that include relevant aspects of fire safety, food safety for all areas of the premises.
- Our Health and Safety Officer ensures that staff members carry out risk assessments for work practice including:
  - changing children;
  - preparation and serving of food/drink for children;
  - children with allergies;
  - cooking activities with children;
  - supervising outdoor play and indoor/outdoor climbing equipment;
  - assessment, use and storage of equipment for disabled children;
  - the use and storage of substances which may be hazardous to health, such as cleaning chemicals;
  - visitors to the setting who are bring equipment or animals as part of children's learning experiences; and
  - following any incidents involving threats against staff or volunteers.

Our Health and Safety Officer ensures that staff members carry out risk assessments for offsite activities if required, including:

- children's outings (including use of public transport)
- home visits; and
- other off-site duties such as attending meetings, banking etc.

Sandon JMI take precautions to reduce the risks of exposure to Legionella (Legionnaires disease).

Legal framework

Management of Health and Safety at Work Regulations (1999)

Further guidance

Five Steps to Risk Assessment (HSE 2011)

Legionnaires' Disease – A Brief Guide for Dutyholders (HSE 2012) [www.hse.gov.uk/pubns/indg458.pdf](http://www.hse.gov.uk/pubns/indg458.pdf)

Other useful Pre-school Learning Alliance publications

Managing Risk (2009)



# ANIMALS IN SETTING & VISITS POLICY

## Policy statement

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

## EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-being	2.2 Parents as Partners 2.3 Supporting Learning	3.2 Supporting Every Child 3.3 The Learning Environment	4.2 Active Learning 4.4 Areas of Learning and Development

## Procedures

### *Visiting Animals in the setting (pets)*

- Under no circumstances are animals to be brought onto the Pre-school premises unless prior authorisation has been obtained.
- The only exception to the above relates to Guide Dogs.
- We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature e.g. children who suffer from asthma.
- If authorisation has been granted, all animals visiting the Pre-school must be free from disease, and safe to be with children and do not pose a health risk.
- We will ensure that all animals kept by the Pre-school, or provided for exhibition to the children, will be free from disease, safe to be with children and do not pose a health risk.
- Children are taught correct handling and care of the animal or creature and are supervised.
- Children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
- If animals or creatures are brought in by visitors to show the children they are the responsibility of the owner.
- Advanced notice will be given to inform parents of any animals provided for exhibition on our notice board.

### *Visits to farms*

- Before a visit to a farm a risk assessment is carried out - this may take account of safety factors listed in the farm's own risk assessment which should be viewed.
- The outings procedure is followed.
- Children wash their hands after contact with animals.
- Outdoor footwear worn to visit farms are cleaned of mud and debris and should not be worn indoors.

### **Legal framework**

The Management of Health and Safety at Work Regulations 1999

[www.opsi.gov.uk/SI/si1999/19993242.htm](http://www.opsi.gov.uk/SI/si1999/19993242.htm)

*Health and Safety Regulation...a short guide* (HSE 2003)

[www.hse.gov.uk/pubns/hsc13.pdf](http://www.hse.gov.uk/pubns/hsc13.pdf)



# STAFF PERSONAL SAFETY

## Policy statement

This setting believes that the health and safety of all staff is of paramount importance and that all staff have the right to work in a safe environment. We support safe working both on and off the premises, acknowledging the needs and diversity of children and their family.

## EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.4 Health and Well-being	2.1 Respecting Each Other 2.2 Parents as Partners		

## Procedures

### General

- All staff in the building early in the morning, or late in the evening, ensure doors and windows are locked.
- Where possible, at least the first two members of staff to arrive in the building arrive together, and the last two members of staff in the building leave together.
- Visitors are generally only allowed access with prior appointments and only admitted once their identity has been verified.
- Minimal petty cash is kept on the premises.
- When taking cash to the bank, members of staff are aware of personal safety. Managers carry out a risk assessment and develop an agreed procedure appropriate to the setting, staff and location.
- Members of staff make a note in the diary of meetings they are attending, who they are meeting and when they are expected back.
- Managers have good liaison with local police and ask for advice on safe practice where there are issues or concerns.

### Dealing with agitated parents in the setting

- If a parent appears to be angry, mentally agitated or possibly hostile, two members of staff will lead the parent away from the children to a less open area, but will not shut the door behind them.
- If the person is standing, staff will remain standing.
- Members of staff will try to empathise and ensure that the language they use can be easily understood.
- Staff will speak in low, even tones, below the voice level of the parent.
- Members of staff will make it clear that they want to listen and seek solutions.
- If the person makes threats and continues to be angry, members of staff make it clear that they will be unable to discuss the issue until the person stops shouting or being abusive, while avoiding potentially inflammatory expressions such as 'calm down' or 'be reasonable'.
- If threats or abuse continues, members of staff will explain that the police will be called and emphasise the inappropriateness of such behaviour in front of children.
- After the event, details are recorded in the child's personal file together with any decisions made with the parents to rectify the situation and any correspondence regarding the incident.



# BABYSITTING POLICY

## Policy statement

Occasionally parents approach staff members to babysit for their children outside of pre-school hours. This policy has been implemented to provide clarification of some points regarding private babysitting arrangements between staff and parents/carers.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.2 Inclusive Practice 1.3 Keeping Safe	2.2 Parents as Partners		

## Procedures

- The Pre-school will not be responsible for any private babysitting arrangements or agreements made between staff and parents/carers.
- Out of hours babysitting arrangements must not interfere with a staff members employment at the Pre-school.
- Confidentiality by staff regarding other staff and children at the Pre-school must be adhered to and respected at all times.
- The Pre-school will not be held responsible for any health and safety or other issues that may arise from these private arrangements.
- No member of staff will take a child away from the setting unless they are a named person on the child's records or we receive a letter from the parent stating they give that person permission.





# EMERGENCY CLOSURE POLICY

## (including extreme weather)

### Policy statement

An emergency is an event which threatens to disrupt the normal running of the Pre-school. This includes fire, burglary, accidents, infectious diseases and adverse weather. This list is not exhaustive.

Emergencies may happen inside the pre-school or outside it, during session times or outside hours. The key to coping with an emergency is good planning and preparedness. This procedure outlines the steps to be taken in case of emergency to ensure good communication and orderly conduct, so that the welfare of children, staff and other individuals is maintained. In a real emergency, it may be necessary for the person in charge to respond as they see fit and we recognise that this will be the case when dealing with real life, changing situations. However, this procedure gives a common approach which should make coping with an emergency easier.

### Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.3 Keeping Safe 1.4 Health and Well-being	2.2 Parents as Partners	3.3 The Learning Environment 3.4 The Wider Context	

### Procedure

#### Preparation

All staff and the Committee members should have a copy of the emergency procedure, be familiar with its contents and keep a copy at home. In an emergency, there may not be access to the pre-school room, so key details such as child name, contact numbers, sessions attended should also be kept securely with the procedure, off-site, by the pre-school leader and the Committee Chair. As the pre-school premises are rented from Sandon JMI School, our pre-school will always be affected by any school closure. We will follow the advice of the school in responding to an emergency or initiating pre-school closure based on an emergency.

If the pre-school initiates closure, the pre-school leader will inform the school office. We prepare for emergencies by having an up to date fire and emergency evacuation procedure, through regular fire drills and by keeping records and contact lists up to date.

#### Action to take

In case of an emergency, the Managers with the consultation of the Chair of Committee will take overall charge. The contingency plan is as follows:

- In case of an emergency in the school, the Manager will take overall charge and the pre-school leader(s) or deputy will work closely with them.
- The priorities are:
  1. the safety of children
  2. the safety of staff and other adults.
  3. minimise damage to buildings
  4. getting back to normal as soon as possible.
- The manager will decide whether or not the school buildings should be evacuated. The Manager or school office is responsible for calling the emergency services. As part of the pre-school emergency evacuation procedures, pre-school staff should also be familiar with the process for calling the emergency services themselves. For example, if a fire is discovered in the preschool, they should initiate calling the emergency services as well as raising the fire alarm through the school office and evacuating the children.
- The school is responsible for locating and turning off water, gas and electricity as necessary.
- Staff must contact the persons on the 'Emergency Contact List' if the children can remain in pre-school and finish their session but the staff/ child ratio has been affected by the emergency. They must contact each person on the list until they have sufficient staff and/ or Committee members to cover for the remainder of the session.



- If parents/ carers have to be called to collect their children, all children will be looked after safely by staff until they can be contacted. Staff must contact the persons listed on the 'Emergency Contact List' first to enlist help with the supervision of the children and/ or phone calls.
- Depending on the emergency, the children may be looked after in the pre-school room, it may be in the school hall, any other school room or it may be outside. If parents/ carers cannot be contacted, the Uncollected Child Policy will be followed. Telephoning parents/ carers to ask them to collect their children will be the responsibility of the staff on duty. The 'Emergency Contact List' is on display in the pre-school office (cabinet). The Manager is responsible to keep the list up-dated.

### **Fees**

If the Pre-school is forced to close because of an emergency, fees will not be refunded for closures of up to a week (5 pre-school days over the academic year). After this period, the Committee will meet to review the situation and to assess how long the closure might continue. This does not imply that fees will be refunded for closures that are longer than a week.

### **Extreme Weather Conditions**

Any unforeseen closures will be posted through our email, facebook page, Sandon School website or on our website as soon as possible.



# EQUIPMENT & RESOURCES POLICY

## Policy statement

Cygnets Pre-School believes that high quality care and education are promoted by providing children with safe, clean, attractive resources, toys and equipment and that all these resources must be age and developmentally appropriate.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-being		3.1 Observation, Assessment and Planning 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 4.4 Areas of Learning and Development

## Procedure

We aim to provide children with resources and equipment which help to consolidate and extend their knowledge, skills, interests and aptitudes. We achieve this aim by

### Planning

- planning the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges is offered
- providing a sufficient quantity of equipment and resources for the number of children
- providing resources which promote all areas of children's learning and development, which may be child or adult led
- keeping an inventory of resources and equipment
- using the inventory to review the balance of resources and equipment to ensure that they support a range of activities across all areas of play, learning and development providing adequate insurance cover for the pre-school's resources and equipment
- storing and displaying resources and equipment where children can independently choose and select them

### Health and safety

- providing play equipment and resources which are safe and, where applicable, conform to BSEN safety standards or Toy (Safety) Regulations (1995)
- providing furniture which is suitable for the children's age range
- ensuring that there are no choking hazards using our choke tester
- checking all resources and equipment as they are set out at the beginning of a session and again as they are put away at the end of a session. Equipment is cleaned and repaired as necessary and any unsafe, worn out or damaged equipment is replaced

### Types of resources

- selecting books, equipment and resources which promote positive images of people of all races, cultures and abilities, are non-discriminatory and racial and gender stereotyping
- providing play equipment and resources which promote continuity and progression, providing sufficient challenge and meet the needs and interests of all children
- providing natural, recycled and manufactured materials which are clean, in good condition and safe for the children to use
- using the local library to introduce new books and a variety of resources to support children's interest



# INCLUSION POLICY

## Policy Statement

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

## Aims

- All children and their families feel included, secure and valued within our preschool, regardless of; gender, racial origin, cultural or social background (including religion, language, class, and family pattern), special educational needs, disability or sexuality.
- Every child attending our pre-school whatever their needs has the same choices and opportunities in accessing services within our pre-school.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-Being	2.1 Respecting Each Other 2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key Person	3.1 Observation, Assessment and Planning 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 4.4 Areas of Learning and Development

## Methods

The role of our Special Educational Needs Co - ordinator

We ensure that the provision for children with special educational needs (SEN) and disabilities is the responsibility of all members of the setting. The daily responsibility for inclusive practice falls to our Special Educational Needs Co-ordinator, Kerry Cain, who;

- Liaises with parents;
- Liaises with other professionals;
- Advises and supports other practitioners in the setting;
- Ensures that appropriate Individual Educational Plans (IEP's) are in place;
- Ensures that relevant background information about our children is collected, recorded and updated;
- Takes the lead in further assessments of children's strengths and weaknesses to guide the planning in order to meet their needs;
- Takes the lead in monitoring and reviewing any action taken to support the children;
- Ensures that appropriate records are kept for children requiring a Graduated Response and for those with Education and Health Care Plans;
- Takes responsibility for monitoring Equal Opportunities;
- Takes responsibility for Looked After Children.

## Admissions

All children are welcomed and admitted into our pre-school according to our admissions policy (please see separate policy). Relevant information will be collected from the child's parent/ carer so that we are able to include the child fully within the pre-school. Children with a disability will not be treated less favourably for a reason relating to their disability. If a child is considered to have special needs there will be a consultation between staff and parents/ carers. After this consultation any reasonable adjustments to our setting, which are felt necessary to allow us to meet the needs of the child, will be made.

## Partnership with Parents



Our pre-school recognises that parents are the primary educators of their children; they influence their social and emotional development and play an important role in their learning and education. Where children with special educational needs and / or in need of social inclusion are concerned this is even more important. We respect and aim to meet the differing needs that parents may have themselves. We encourage parents to share information about their child and to be involved in shared record keeping and in drawing up individual educational plans. We share results of our observations and record keeping with parents at formal and informal meetings; this enables joint decisions to be made. We provide parents with information on sources of independent advice and support and liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.

### **Identification and Assessments**

Cygnets recognises the importance of early identification of special educational needs as outlined in the Special Educational Needs Code of Practice, (2001), and we aim to achieve this by; Carrying out regular observations in the pre-school setting of all children. Having regular discussions with all children's parent/ carers. These take place informally at the beginning and end of sessions. When concerns are raised by a practitioner or parent about a child, we follow a graduated response as detailed in The Code Of Practice (2001), namely Early Years Action, Early Years Action Plus and Statutory Assessment.

### **Graduated Response**

During this stage help is sought from our Special Educational Needs Co-ordinator (SENCO). Our SENCO and colleagues collect information about the child and seek additional new information from the parents. They then decide on the action needed to help the child to progress in consultation with the parents/ carers. Strategies employed to enable the child to progress are recorded within an individual Educational Plan (IEP). The IEP focuses on 2 or 3 targets and will be discussed with the parents and the child. IEP's are reviewed regularly, at least once a term. IEP's are mapped into our planning wherever possible.

### **Referrals to SENIT**

Early Years Action Plus is characterized by the involvement of external support services who can help us with advice on new IEP's and targets, provide more specialist assessments, give advice on the use of new or specialist strategies or materials or support for particular activities. The parents will be asked to give written permission before an outside agency observes their child or their records are shared and will normally meet with them following these observations. These external agencies will usually view the records held on the child and observe the child in the setting. IEP's will be reviewed at least every half term.

### **Education and Health Care Plan Assessment**

In a small number of cases, when help given through a Graduated Response is not sufficient to enable the child to progress satisfactorily, we can apply for a statutory multi-disciplinary assessment from the LEA. The child's parents/ carers will be fully involved in the discussion leading up to this decision. The LEA will then decide whether an Education and Health Care Plan assessment is required and if so conduct the assessment in close collaboration with parents, staff and other agencies already involved. Parents should receive written notification of the outcome of the assessment within 12 weeks of the start of the Education and Health Care Plan assessment. The LEA may decide to issue a written statement of the child's special needs and the provision that they consider necessary to meet these needs.

### **Facilities**

We aim to provide equality of opportunity for all children and adults to make use of the varied facilities available at our setting. The classroom is accessible for wheelchairs through the main entrance/ exit. There is an accessible disabled toilet in the entrance area. We provide a range of learning opportunities both inside and outside, to enable all children to access all areas of learning contained within the early years foundation stage curriculum. We will make reasonable adjustments to our policies, practices and procedures in order to allow equality of access and to avoid putting pupils with special needs at a substantial disadvantage, this may include providing auxiliary aids and services and making physical changes, bearing in mind the limitations of the lease of our premises.

### **Staffing**



We have a high staff/ pupil ratio within our pre-school with never more than 8 children to each adult. Children under three years of age always require a ratio of at least 1 adult to 4 children. Our key worker scheme ensures that each child has a member of staff who is responsible for ensuring their individual needs are met, appropriate records are kept and for liaising with their parents/ carers and other members of staff. However, all members of staff are aware of the individual needs of children so that consistency and continuity of care can be provided. Where staff have been appointed to work individually with children with specific individual needs they will be over and above the staffing levels required by OFSTED.

### **Training**

We are committed to providing continuing staff training with regards to inclusion and special needs issues. Our SENCO attends area SENCO training meetings whenever possible and feeds information from these back to other members of staff.

### **Curriculum**

We aim to ensure that all children have equality of access to the early years foundation stage curriculum. Our planning identifies how activities will be differentiated to meet children's individual needs. Activities are differentiated in many ways such as in the way they are presented/ explained, by the support given, by expectation and by outcome. Children are grouped according to the task in hand, sometimes working individually or in pairs, and sometimes in small or large ability or mixed ability groups. We try to make sure that our topics and activities reflect the children's own interests and home life and also broaden their experiences to celebrate the diversity of the world around us.

### **Resources**

Our resources support learning in all areas of the early years foundation stage curriculum and are appropriate to the developmental stage of the children in the setting. Our resources reflect a variety of cultures and life styles and posters and books depict cultural diversity. We consider it important that our resources promote a positive self-image for all children and adults within our setting. Our resources are regularly reviewed and updated as the budget allows. Children with individual needs may require modified or specialist resources and wherever possible these will be provided.

### **Transition into school**

We work closely with all appropriate Primary Schools in order to provide a smooth transition for our children into school and to share good practise. Our staff liaise with teachers from local primary schools to support and develop good transition arrangements. Children usually attend a small number of introductory sessions in their new school in the term prior to them leaving our pre-school. Where a child has been identified as needing additional visits these are arranged in consultation with the parents and the school. Additionally it is sometimes valuable for the school staff to visit and observe the child in their pre-school setting or for the child's key worker to accompany them on their visits into school. Records that we have kept on individual children during their time with us are given to their parents when the child leaves our pre-school together with transition notes for the child's new teacher to allow continuity and progression. Where children have more complex needs the feeder schools are given information in advance, with the parent's permission, so that provision can be made in the school's budget. If there are outside agencies involved they are also consulted about the transition into school so that their input can be included.

We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually. We provide a complaints procedure and monitor and review our policy annually.



# EQUALITY & DIVERSITY POLICY

## Policy statement

Cygnets Pre-School is committed to providing equal opportunity and anti-discriminatory practice for all children, families and employees. We strive to ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- make inclusion a thread that runs through all of the activities of the setting.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-being	2.1 Respecting Each Other 2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key Person	3.1 Observation, Assessment and Planning 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 4.4 Areas of Learning and Development

## Procedure

### Admissions

Our setting is open to all families in the community. See our Admissions Policy for further information.

### Employment

- Vacancies are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
  - The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau.
  - All job descriptions include a commitment to promoting equality and recognising and respecting diversity.
  - We monitor our application process to ensure that it is fair and accessible.



## **Curriculum**

The Early Years Foundation Stage curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking. We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- actively challenging gender stereotypes;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in maintaining knowledge of their culture and their home language.

## **Valuing diversity in families**

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion. If we need advice on this, we will seek help from the Early Years Inclusion Development Officer.

## **Food**

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

## **Meetings**

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting. If necessary, we will amend or vary the time/day of meetings to accommodate parents/carers.
- Information about meetings is communicated both verbally and in a written format to ensure that all parents have information about and access to the meetings.

## **Inclusion and Disability Access Plan**

As part of our equal opportunity policy, we may need to make adjustments to our setting to accommodate an individual child. We will not treat a child less favourably for reasons relating to disability and we will take all reasonable steps to ensure that children with disability are not disadvantaged. We will discuss the





needs of an individual child with the parents/carers and make every effort to support them as necessary. This may involve

- Physical improvements to increase access
- Extending the provision of information to different formats

### **Identifying barriers to access**

We recognise that changes may need to be considered to accommodate an individual with a disability. The following list demonstrates some of the areas where change may be needed. This list is not exhaustive.

- Reorganising the layout of the room/outdoor space
- Adding a hearing loop
- Changing the colour of door frames
- Making printed matter available in large print format
- Reviewing emergency evacuation procedures
- Introducing alarms with both visual & auditory components

### **Legal framework**

The legal framework for this policy is:

- The Equality Act 2010
- Disability Discrimination Act (DDA) 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976/1986
- Children Act 2004



# BRITISH VALUES

## Policy statement

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-being	2.1 Respecting Each Other 2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key Person	3.1 Observation, Assessment and Planning 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 4.4 Areas of Learning and Development

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

## Procedures

### British Values

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the Fundamental British Values in the Early Years guidance (Foundation Years 2015):

- Democracy, or making decisions together (through the prime area of Personal, Social and Emotional Development)
  - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
  - Practitioners support the decisions that children make and provide activities that involve turn taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- Rule of law, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
  - Practitioners ensure that children understand their own and others' behaviour and its consequence.
  - Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- Individual liberty, or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
  - Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through



allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

- Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class.
- Mutual respect and tolerance, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
  - Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
  - Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
  - Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
  - Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.
- In our setting it is not acceptable to:
  - actively promote intolerance of other faiths, cultures and races
  - fail to challenge gender stereotypes and routinely segregate girls and boys
  - isolate children from their wider community - fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

### **Prevent Strategy**

Under the Counter-Terrorism and Security Act 2015 we also have a duty "to have due regard to the need to prevent people from being drawn into terrorism"

### **Legal framework**

Counter-Terrorism and Security Act 2015

### **Further guidance**

Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)

Fundamental British Values in the Early Years (Foundation Years 2015)

Prevent Duty Guidance: for England and Wales (HMG 2015)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)



# ADMISSIONS POLICY

## (Including payment and fees)

### Policy Statement

We aim to ensure that all sections of our community have access to the pre-school and nursery through open, fair and clearly communicated procedures.

### Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.2 Inclusive Practice	2.1 Respecting Each Other 2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key Person	3.2 Supporting Every Child	

### Procedures

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
  - We ensure that information about our setting is accessible, in written and spoken form and, where appropriate, in more than one language. Where necessary, we will try to provide information in Braille, or through British Sign Language. We will provide translated written materials where language needs of families suggest this is required as well as access to an interpreter.
  - We arrange our waiting list in birth order. In addition our policy may take into account the following:
    - the vicinity of the home to the setting; and
    - siblings already attending the setting.
  - We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
  - We describe our setting and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
  - We describe our setting and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, ethnicity or from English being a newly acquired additional language.
  - We describe our setting and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the setting.
  - We monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.
  - We make our Equal Opportunities Policy widely known.
  - We consult with families about the opening times of the setting to ensure we accommodate a broad range of family need.
  - We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
  - Opening times are in conjunction with school starting times: 9am to 12pm finish. Parents can be flexible with their starting time, but we request children to arrive by 9.15am. The pre-school operates in term time only and is closed in conjunction with school inset days. Lunch club is available from 12pm to 1.30pm, and extended hours available Monday, Wednesday, Thursday and Friday from 1.30pm until 3pm.
- 
- Daily session fee from two upwards - £10
  - Daily lunch club fee - £5
  - Extended hours until 3pm - £5
  - Trial session no extra charge
  - Provide LEA and HCC with information to parents and carers in regard to free nursery funding.



Grants are available for children who are already 3 and 4 years old. We will inform parents if they are eligible. (Grant available term after the child turns 3). To receive funding the parent will need to provide the setting with the opportunity to check the child's birth certificate, the child's NHS number and sign a form that the setting will provide at the beginning of the funded term. If your child attends another setting the hours can be divided between the other setting and they will be required to sign the form as well.

Some grants are available for children the term after their 2<sup>nd</sup> birthday. A copy of the criteria is available from the setting leader.

### **Marketing**

To ensure the existence of the setting is widely known in the community we will:-

- Place notices advertising our services in places accessible to all sections of the community.
- Encourage visitors to the setting.
- Keep our web site up to date.
- Build strong links with our local school, children's centres and other providers.

### **Optional Snack Fund - £10 per half term**

This is a voluntary contribution to the snacks that we offer the children in the pre-school.

**Late Collection Fee** - If a child is persistently picked up more than 5 minutes late (5 occasions or more) then a fee of £10 will be charged each time thereafter.

### **Payment of Fees**

We accept the following methods of payment:-

- Cash
- Cheques – made payable to Sandon Cygnets Preschool
- BACS – see bank details on invoice for further details
- Childcare Vouchers

We invoice on a termly basis. Payments can be made half termly within the deadline given on the invoice. If payment would like to be made weekly or monthly then an agreement needs to be set up between the setting and the parent.

### **Sickness and Holidays**

If a child is absent due to sickness, holidays or other reasons the fee will remain in place as the preschool will have kept their place open and still have to employ and pay staff. In the case of continuing illness please speak to the Manager as fees for such absences are at the discretion of the preschool.

### **Termination of the contract**

Cygnets Pre-School reserves the right to terminate the contract without notice in the event of unsuitable behaviour by parents and children or non-payment of fees following the non-payment procedure. At all other times six weeks' notice in writing will be given. If you wish to terminate your contract with Cygnets Pre-School, 4 weeks' notice in writing is required.



# FUNDING POLICY

## (Free early education and childcare for two, three and four year olds)

A Unique Child	Positive Relationships	Enabling Environment	Learning and development
1.1 Child Development	2.1 Respecting each other	3.1 Observation, assessment and planning	4.1 Play and exploration
	2.2 Parents as partners	3.2 Supporting every child	4.2 Active learning
1.3 Keeping Safe	2.3 Supporting learning	3.3 The learning environment	4.3 Creativity and critical thinking
1.4 Health and Well-being	2.4 Key person	3.4 The wider context	4.4 Areas of learning and development

### Policy statement

There are 3 government schemes available which offer free early education and childcare for 2, 3 and 4 year old children. All children who meet the eligibility criteria are able to take up a free place if their parent wants one. This policy explains what the different entitlements are, and how they are delivered.

1. 15 hour/week funding for the most disadvantaged two-year-olds
2. 15 hour/week funding for parents of three and four year-olds (Universal entitlement)
3. 30 hour/week funding for working parents of three- and four-year-olds (Extended entitlement)

### 15 hour entitlement for the most disadvantaged two-year-olds

Some children can get free early education and childcare from the term after their 2nd birthday. You may be eligible if you live in England and get one of the following benefits:

- income Support
- income-based Jobseeker's Allowance (JSA)
- income-related Employment and Support Allowance (ESA)
- Universal Credit - if you and your partner have a combined income from work of £15,400 or less a year, after tax
- tax credits and you have an income of £16,190 or less a year, before tax
- the guaranteed element of State Pension Credit
- support through part 6 of the Immigration and Asylum Act
- the Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)

A child can also get free early education and childcare if any of the following apply:

- they're looked after by a local council
- they have a current statement of [special education needs \(SEN\)](#) or an education, health and care (EHC) plan
- they get [Disability Living Allowance](#)
- they've left care under a special guardianship order, child arrangements order or adoption order

### Application Process:

- Make an enquiry with Cygnets management to find out if we have places available
- Check your eligibility for free childcare for your two year old and apply online at: [https://www.herefordshire.gov.uk/info/200207/family\\_support/452/childcare](https://www.herefordshire.gov.uk/info/200207/family_support/452/childcare)
- If your application is successful, you will receive a 6-digit eligibility code.
- Fill in a parent declaration form (available from Cygnets) where you can enter your code. We will check the code using a provider portal linked to the local authority system.
- We can then make arrangements for your child to start.



- The funding will remain in place until your child becomes eligible for the 3 and 4 year old funding (the term after their 3rd birthday.)

### **Universal Entitlement - 15 hour entitlement for parents of three and four year-olds**

In England all three and four year olds are entitled to up to 15 hours of funded early education and childcare a week for up to 38 weeks a year. This is a universal offer and is available to all children regardless of their family circumstances. This funding is available to start the term after the child's 3rd birthday.

#### **Application process:**

- Make an enquiry with Cygnets management to find out if we have places available
- Complete an application form and/or a parent declaration form (available from Cygnets).

### **Extended Entitlement - 30 Hours Free Childcare**

Eligible working parents of three and four year olds could have 30 hours of free childcare a week over 38 weeks, which is equal to 1,140 hours a year.

The 30 hours extended free childcare is available to eligible working parents of three and four year olds who already access, or will access, the existing universal 15 hours free childcare.

You must register and complete a successful application to receive an eligibility reference number.

#### **Application process:**

- Check with Cygnets management to find out if we have places available
- Apply through the digital childcare service online, or by phoning the childcare service helpline (foster parents apply directly to the responsible local authority)
- If your application is successful, you will receive an 11-digit eligibility code (usually beginning '500')
- Fill in a parent declaration form (available from Cygnets). Required information includes the 11-digit eligibility code, parents' National Insurance numbers and child's date of birth.
- Cygnets Preschool will then verify the code through our local authority using a provider portal linked to the local authority system. The local authority verifies the code through DfE's Eligibility Checking System (ECS).

Parents will be prompted every three months to reconfirm that they remain eligible. If they are no longer eligible for 30 hours, and their child is already in a 30 hours place, they will enter a grace period and will be able to retain their place for a short period.

Parents are only legally entitled to start claiming a 30 hours place for their three or four year old **the term following the date they receive a decision from HMRC**. Therefore, they should apply well before the deadlines. Cygnets will need to verify the code before a child takes up the place.

**IF PARENTS DO NOT APPLY / RECONFIRM ELIGIBILITY BEFORE THE DEADLINE, THEY WILL BE CHARGED THE FULL AMOUNT FOR SESSIONS THAT TERM.**

#### **Split funding**

The universal 15 hr free early education hours can be split between two providers as long as both agree to the split. The number of hours accessed must not exceed the total allowed in that funding period. If your child is three or four you may be able to access an additional 570 hours of free childcare (known as 30 hours free childcare / extended entitlement); eligibility criteria apply. If you are eligible, the total of 1140 hours may be split over a maximum of *three* providers on a maximum of two sites per day.

### **EYPP (Early Years Pupil Premium)**



In April 2015 the Early Years Pupil Premium became available to some children who are already in receipt of 3 and 4 year-old funding. It is an additional supplement and will be used to enhance the opportunities and experiences for these children

### **Statutory Information**

The EYPP is additional funding for 3 and 4 year olds receiving free childcare who require further educational support. The EYPP is paid to local authorities through the Dedicated Schools Grant (DSG). Local authorities are required to pass it on to early years providers for each eligible child at the hourly rate of 53p per hour.

It is for Cygnets to determine how the funding is spent but we are expected to use it to improve the quality of early years education for the children who require further educational support. This could be to purchase resources, extra sessions, extra members of staff to work 1:1, or extra-curricular activities, to name but a few. We use this additional funding to improve the child's outcomes and to boost their achievements so as to 'narrow the gap'.

Children will be eligible if they are 3 or 4 years old and receiving government funded free childcare from any OFSTED registered provider and their parents are in receipt of one or more of the benefits used to assess eligibility for free school meals:

- Income support
- Income-based Jobseekers Allowance
- Income-related employment and support allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child tax credit (provided you're not also entitled to working tax credit and have an annual gross income of no more than £16,190)
- Working tax credit run-on – paid for 4 weeks after you stop qualifying for working tax credit

*Or if they:*

- have been looked after by the local authority for at least one day
- have been adopted from care
- have left care through special guardianship and
- are subject to a child arrangement order setting out with whom the child is to live (formerly known as residence orders)

### **Monitoring Outcomes**

At Cygnets we strive to offer the best possible outcomes for every child and the additional funding will help to ensure that children in receipt of EYPP make accelerated progress; it will help to narrow the gap between the outcomes for EYPP children and the rest of the children in the setting.

An analysis of the performance of children in receipt of EYPP funding will be carried out by the senior leadership team and school governors throughout the year to ensure that individual and groups of children are making expected progress, identify any that may be at risk of underachieving and identify any areas within the Early Years Foundation Stage (EYFS) that may need to be focused upon.





# COMPLAINTS POLICY

## Policy Statement

Cygnets Pre-School believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
	2.1 Respecting Each Other 2.2 Parents as Partners		

## Procedure:

### Making a complaint

#### Stage 1

- Any parent who has a concern about an aspect of the setting's provision should first of all talk over their concerns with the pre-school leader.
- Most complaints should be resolved amicably and informally at this stage

#### Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent should put the concerns or complaint in writing to the pre-school leader.
- Written complaints from parents are filed in the child's personal file. However, if the complaint involves a detailed investigation, the pre-school leader may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, the pre-school leader meets with the parent to discuss the outcome.
- Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summary is logged in the Complaints Folder.

#### Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she should request a meeting with the pre-school leader. The parent can have a friend or family member present if required and the leader should have the support of the deputy. Depending on the context of the complaint, it may be prudent for the manager to talk to both the parent and the staff member separately and then arrange the meeting with all parties to resolve the situation.
- An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Folder.

#### Stage 4

- If at the stage three meeting the parent and pre-school cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides



and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.

- Staff, committee members or volunteers within the Pre-school Learning Alliance or Hertfordshire Council are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with the pre-school personnel and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

### **Stage 5**

- When the mediator has concluded her/his investigations, a final meeting between the parent and the pre-school leader is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

### **The role of Ofsted**

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure that the Welfare Requirements of the Early Years Foundation Stage are adhered to.
- These details of how to contact Ofsted are displayed on the pre-school notice board.
- If a child appears to be at risk, we follow our Safeguarding Children Policy.
- In these cases, both the parent and setting are informed and the setting leader works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

### **Records**

- A record of complaints against the pre-school and/or the children and/or the adults working in the pre-school is kept, including the date, the circumstances of the complaint and how the complaint was managed.
- All settings are required to keep a summary log of all complaints that reach stage two or beyond. This is made available to parents as well as to Ofsted inspectors.



# GDPR POLICY (formerly Data Protection)

## Policy Statement

Sandon Cygnets Preschool's work with children and families will sometimes bring it into contact with confidential information. Sandon Cygnets Preschool complies with its obligations under the framework of the Data Protection Act (1998) and the Human Rights Act (1998). It is also in compliance with the General Data Protection Regulation, as of May 2018. Sandon Cygnets Preschool complies with these regulations by:

- keeping personal data up to date;
- storing and destroying it securely;
- not collecting or retaining excessive amounts of data;
- protecting personal data from loss, misuse, unauthorised access and disclosure
- ensuring that appropriate technical measures are in place to protect personal data.

We regularly review the personal data we hold, and delete anything that we no longer need. Information that does not need to be accessed regularly, but which still needs to be retained, is safely archived.

For more details on how we process personal data, please see our privacy notices (appendix 1 and appendix 2)

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-being	2.1 Respecting Each Other 2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key Person	3.1 Observation, Assessment and Planning 3.2 Supporting Every Child	4.4 Areas of Learning and Development

## Procedures

Sandon Cygnets Preschool keeps two kinds of records on children attending our setting:

### Developmental records

- These include observations of children in the setting, samples of their work, summary developmental reports and records of achievement.
- They are usually kept in the pre-school room next to the entrance and can be accessed, and contributed to, by staff, the child, the child's parents and anyone else working with the child such as a childminder or another early years setting.
- Parents will have free access to developmental records for their own child and we actively encourage them to input into these documents.

### Personal records

These may include the following (as applicable):

- Personal details – including the child's registration form and any consent forms.
- Contractual matters – including a copy of the signed parent contract, the child's days and times of attendance, a record of the child's fees, any fee reminders or records of disputes about fees, funding application forms
- Child's development, health and well-being – including a summary of the child's EYFS profile report, a record of discussions about every day matters about the child's development health and well-being with the parent.
- Early Support – including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs an Individual Education Plan) and records of any meetings held.
- Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child.



- A Statement of Special Educational Need.
- Information regarding a Looked After Child.
- Correspondence and Reports – including a copy of the child's 2 Year Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.
- These confidential records are stored in a lockable cabinet, which is always locked when not in use.
- We read any correspondence in relation to a child, note any actions and file it immediately
- We ensure that access to children's files is restricted to those authorised to see them and make entries in them, this being our manager, deputy or designated person for child protection, the child's key person, or other staff as authorised by our manager.
- We may be required to hand children's personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a S11 audit, as long as authorisation is seen. We ensure that children's personal files are not handed over to anyone else to look at.
- Parents have access, in accordance with our Client Access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.
- Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Our staff induction programme includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for three years after they have left the setting; except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place.

### **Archiving children's files**

- When a child leaves setting, all paper documents are removed from the child's personal file and placed in a robust envelope, with the child's name and date of birth on the front and the date they left.
- Envelopes are sealed and placed in an archive box, stored in a safe place (i.e. a locked cabinet) for three years. After three years it is destroyed.
- In the case of any child protection investigations, the envelope is marked with a star and archived for 25 years.
- Financial information is stored according to our finance procedures.

### **Other records**

- We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.
- Students on Pre-school Learning Alliance or other recognised qualifications and training, when they are observing in the setting, are advised of our confidentiality and Client Access to Records Policy and are required to respect it.

### **Legal framework**

Data Protection Act (1998)

Human Rights Act (1998)

### **Further guidance**

Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

<https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/>



# EARLY YEARS FOUNDATION STAGE POLICY

## Policy Statement

At Cygnets Pre-School we aim to provide the children attending with opportunities that will support and promote their overall development in a safe, stimulating and caring environment. This will be created by appropriately trained, qualified and knowledgeable staff who will work in partnership with parents, carers and families within our community. Together, we will provide a high quality, age appropriate learning environment where playful, experiential and active learning is at the heart of our provision. We are registered with Ofsted and follow the Early Years Foundation Stage framework.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-being	2.1 Respecting Each Other 2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key Person	3.1 Observation, Assessment and Planning 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 4.4 Areas of Learning and Development

## Purpose and aims of the Early Years Foundation Stage (EYFS)

The EYFS is how the Government and early year's professionals describe the time in a child's life between birth and age 5.

This is a very important stage as it helps children get ready for school as well as preparing them for their future learning and successes. From when a child is born up until the age of 5, their early years experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.

It sets out:

- The legal requirements that we follow to keep children **safe** and promote their welfare
- The 7 areas of **learning and development** which guide our engagement with children's play and activities as they learn new skills and knowledge
- Assessments that will tell parents about **their child's progress** through the EYFS
- Expected levels that children should reach at age 5, usually the end of the reception year; these expectations are called the "**Early Learning Goals (ELGs)**"

## The Seven Areas of Learning and Development

The EYFS Framework explains how and what children will be learning to support their healthy development. Children will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Children should mostly develop the **3 prime areas** first. These are:

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

These prime areas are those most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- Literacy;
- Mathematics;



- Understanding the world; and
- Expressive arts and design.

These 7 areas are used to plan the children's learning and activities. We will make sure that the activities are suited to the child's unique needs.

Children in the EYFS learn through their characteristics of effective learning, **playing and exploring**, **being active**, and through **creative and critical thinking** which takes place both indoors and outside.

We believe care and learning go hand in hand in our setting and we will work hard at learning about all children prior to them starting through All About Me forms and meetings between the setting and home.

For each area, the practice guidance sets out the Early Learning Goals. These goals state what is expected that children will know and be able to do by the end of the reception year of their education. We recognise that all these are interconnected and equally important.

### **Learning through play**

We fully recognise and support children's right to play – under the United Conventions on the Rights of the Child, Article 31. Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the practice guidance Early Years Foundation Stage to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

### **Assessment**

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child goes on to school.

### **Two Year Checks**

At some point after your child turns 2, we give parents a written summary of how their child is progressing against the 3 prime areas of learning:

- communication and language;
- physical development; and
- personal, social and emotional development.

This is called **the progress check at age 2**.

This check will highlight areas where the child is progressing well and anywhere they might need some extra help or support – and how mums and dads and other family members or carers can work with the key person to help. Parents might find it useful to share the information from the check with other professionals such as health visitors (who can use it as part of the health and development review).

### **Learning Journey**

The setting keeps a Learning Journey (record of achievement) for each child. Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his wellbeing and to make progress.



## **Self reflection and development**

An important part of achieving these aims is an ability to reflect and evaluate our own practice, identifying areas for development. Action plans and regular consultation with staff, parents and children will be used to inform our practice.



# ENVIRONMENT POLICY

## Policy statement

At Cygnets Pre-School we are aware of the many concerns over climate change, the use of resources, pollution and wildlife conservation. Our environmental policy aims to:

- minimise the use of non-renewable and environmentally-damaging resources
- maximise recycling
- minimise pollution from transport
- minimise water use
- consider the environmental impact of purchasing decisions
- set environmental targets and goals designed to improve our environmental performance
- increase awareness of environmental issues
- ensure staff are made aware of this policy and their responsibilities for environmental issues.

These aims should be met without compromising the education, enjoyment or safety of the pre-school staff and children and should not adversely affect Cygnets Pre-School's budget.

## Links to EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and 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	3.3 The Learning Environment 3.4 The Wider Context	4.2 Active Learning 4.4 Areas of Learning and Development

## Procedure

To achieve these aims all staff will be made aware of the policy and be encouraged to contribute to its formulation and implementation

### Paper:

- Staff are asked to keep their written documents to one or two sides of A4 wherever possible.
- Staff are asked to use double-sided photocopying wherever possible.
- Paper bins should be used to recycle all paper wherever possible.
- Staff and students are asked to ensure that both sides of paper are used before it is recycled.
- Staff and students are asked not to print documents or websites unless it is absolutely necessary.
- Wherever possible, e-mail will be used for communication between staff and parents/carers.
- Parents will be invited to contribute scrap paper if available from their places of work, particularly coloured paper, large pieces of paper and cardboard. We will use Scrapstores at times.

### Cans and bottles:

- Staff are asked that if they bring in bottles or cans that these are taken home and recycled as there are no facilities at the pre-school to do this.

### Electricity:

- Cygnets Pre-School will turn off lights in rooms that are brightly lit or unused.
- Electrical Equipment will be checked annually to ensure that they are running efficiently.
- Battery usage should be avoided, but where necessary rechargeable batteries should be used as a preference.
- All batteries should be disposed of at a designated battery collection facility, (there is a point in a local shop) and never with the general waste.

### Heating:

- Heaters should be switched off when not required and air conditioning only used when essential. The ideal temperature of the rooms is approximately 19 degrees.





- Children and staff should be encouraged to bring layers of clothing in case of colder days when the room takes some time to warm up. As 'free flow' is part of the EYFS, it is essential that the children are able to move inside and outside at will.
- In extreme weather, the outer doors will remain closed.

#### **Water:**

- The dishwasher should be filled as much as possible before running to avoid having to wash surplus products by hand.
- A bowl is available to save water when washing up.

#### **Environmental awareness:**

- Children will be made aware of where food comes from, by the food grown in the garden (and visits to the local farm).
- We will stock some suitable books with an environmental message.
- Craft-activities such as junk-modelling and collage are used to help children realise that waste objects have value.
- Natural products will be used in activities, eg. leaves, conkers, seed-growing etc.

#### **Transport:**

- Parents are encouraged to use sustainable means of transport to bring their children to Pre-school.
- Pushchair and Bicycle-parking facilities are available.

#### **Purchasing:**

- When purchasing new stock for Cygnets Pre-School, considerations should include durability, biodegradability, packaging, distance from source, ethics (eg. fair-trade).
- New stock should be bought only as necessary, with an emphasis on longer-lasting, better quality items.
- Environmentally-friendly brands of cleaning products should be used, if found to deliver satisfactory results. Larger bottles for refilling those in use will cut down on packaging and should cost less.

#### **Other waste:**

- Plastic bags will be used for lining bins and scrap paper/cardboard for lining green bins.
- Packaging – will use for junk modelling first if appropriate, and then separate out all recyclable components such as cardboard.
- Broken equipment should be fixed if reasonable.
- Old and surplus but not broken toys and equipment will be sold for funds or offered to parents for free.



# Appendix 1

Sandon Cygnets Preschool,  
Sandon JMI School,  
Rushden Road,  
Sandon.  
SG9 0QS  
Tel: 01763 287 238  
Leader of Data Protection: Peta Mitchell

## **Sandon Cygnets Pre-School Privacy Notice - Children and Families**

Sandon Cygnets Preschool is a data controller (contact details above). This means it decides how your personal data is processed and for what purposes. We comply with the data protection law. This says that the personal information we hold about you must be;

- a) Used lawfully and fairly
- b) Collected only for valid purposes that we have clearly explained to you and not used in any way that is incompatible with these purposes
- c) Relevant to the purposes we have told you about and limited only to those purposes.
- d) Accurate and kept up to date
- e) Kept only as long as necessary for the purpose we have told you about
- f) Kept securely

### **Purpose of Processing and legal Basis for Holding Information**

Sandon Cygnets Preschool collects, stores and processes data for the following purposes:

To support your child’s teaching and learning	To monitor and report on your child’s progress
To provide appropriate pastoral care	To assess how well we are doing

Sandon Cygnets Preschool collects, stores and processes data in accordance with the current law. Our lawful reasons for doing so are;

**Contractual** - Processing is permitted if it is necessary for the entry into, or performance of, a contract with the data subject or in order to take steps at his or her request prior to the entry into a contract.

**Legitimate interests** – Processing is permitted if it is necessary for the purposes of legitimate interests pursued by the controller (or by a third party), except where the controller’s interests are overridden by the interests, fundamental rights or freedoms of the affected data subjects which require protection, **particularly where the data subject is a child.**

**Consent** - Personal data may be processed on the basis that the data subject has consented to such processing.

### **How do we process your personal data?**

Sandon Cygnets Preschool complies with its obligations under the GDPR by keeping personal data up



to date; by storing and destroying it securely; by not collecting or retaining excessive amounts of data; by protecting personal data from loss, misuse, unauthorised access and disclosure and by ensuring that appropriate technical measures are in place to protect personal data.

We regularly review the personal data we hold, and delete anything that we no longer need. Information that does not need to be accessed regularly, but which still needs to be retained, is safely archived.

We keep two kinds of records on children attending our setting:

### **1. Developmental records (learning journeys)**

- These include observations of children in the setting, samples of their work, summary developmental reports and records of achievement.
- They are usually kept in the pre-school room on a shelf and can be accessed, and contributed to, by staff, the child, the child's parents and anyone else working with the child such as a childminder or another early years setting.
- Parents will have free access to developmental records for their own child and we actively encourage them to input into these documents.

### **Personal records**

- These include Registration Forms, signed consents, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
- These confidential records are kept in a folder and stored in a lockable storage cupboard in the pre-school.
- Parents have access to all written information about their child (except where data protection laws stipulate it is against the best interests of the child to do so). A written request must be made for personal files on the child. Parents do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.

### **Information Sharing**

There are times when we are required to share information about a child or their family. These are when:

- there are concerns a child is or may be suffering significant harm.
- the 'reasonable cause to believe' a child is or may be suffering significant harm is not clear.
- there are concerns about 'serious harm to adults' (such as domestic violence or other matters affecting the welfare of parents)

We explain to families about our duty to share information for the above reasons. Where we have concerns as above, we would normally gain consent from families to share. This does not have to be in writing, but we record in the child's file that we have gained verbal consent as a result of discussing a concern that we need to refer to a social care agency.

We do not seek consent from parents to share information where we believe that a child, or sometimes a vulnerable adult, may be endangered by seeking to gain consent. For example where we have cause to believe a parent may try to cover up abuse, or threaten a child.

Where we take a decision to share information without consent, it is recorded in the child's file and the reason clearly stated. Where evidence to support our concerns are not clear we may seek advice from Hertfordshire County Council Children, Schools and Families department. We only share relevant information that is accurate, factual, non-judgemental and up to date.



### **Other records**

Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions. (see staffing policy for further details)

Students, when they are observing in the setting, are advised of our confidentiality policy and required to respect it. (see volunteers and student policy for further details)

### **Recipients of the Data**

Other Agencies who we share information with:

- Local Education Authority – The manager of the pre-school is required to pass on information of all 2 - 4 year olds eligible for Nursery Education Grant at the beginning of each term.
- Social Services – in accordance with our safeguarding children policy.
- Children's Centre – information on funded children (2 year funded and 3---4 year funded children) in line with Hertfordshire County Council terms and conditions for receiving funding.

### **The Right to Withdraw Consent**

If consent is required for collecting / processing data, we will follow the GDPR guidelines for obtaining consent. These include:

- Consent requires a positive opt-in. (Don't use pre-ticked boxes or any method of consent by default.)
- Consent for different things given separately - not a blanket consent.
- Name any third parties who will rely on the consent.
- Keep evidence of consent – who, when, how, and what you told people.
- Keep consent under review, and refresh it if anything changes.

Parents / guardians the right to withdraw their consent at any time either verbally, in writing or by email.

We will regularly review consent forms, giving parents / guardians the choice to withdraw consent if they wish.



## Retention Period for Records

We retain children's records for three years after they have left the setting; except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place. For details of other retention periods, please see 'retention periods for records' table below.

<b>Children's Records</b>	<b>Retention Period</b>
Children's records, including registers, medication record books and accident record books pertaining to the children.	Standard - 3 years
	Record of accident - until the child reaches age 21
	Child protection - until the child reaches age 24
Records of any reportable death, injury, disease or dangerous occurrence.	3 years after the date the record was made.
<b>Personnel Records</b>	<b>Retention Period</b>
Personnel files and training records (including disciplinary records and working time records)	6 years after employment ceases
DBS Check	6 months
Wage / Salary records (including overtime, bonuses and expenses)	6 years
Statutory Maternity Pay (SMP) Records	3 Years after the end of the tax year to which they relate.
Statutory Sick Pay (SSP) Records	3 Years after the end of the tax year to which they relate.
Income tax and national insurance returns / records.	At least 3 years after the end of the tax year to which they relate.
Redundancy details, calculations of payments, refunds, notification to the secretary of state.	6 Years after employment ends.
<b>Health and Safety</b>	
Staff accident records (for organisations with 10 or more employees)	3 years after the date the record was made.
Records of any reportable death, injury, disease or dangerous occurrence.	3 years after the date the record was made.
Accident or medical records as specifies by the Control of Substances Hazardous to Health regulations (COSHH)	40 years from the date of the last entry.
Assessments under Health and Safety Regulations and records of consultations with safety representatives and committees.	Permanently
<b>Financial Records</b>	
Accounting records	3 years from the end of the financial year for private companies. 6 years for public limited companies. 6 years for charities.
<b>Administration Records</b>	
Insurance Certificates	40 years from the date the insurance commences or is renewed.
Minutes / Minute Book	10 years from the date of the meeting for companies, 6 years from the date of the meeting for Charitable Incorporated Organisations.



### **Access to personal records**

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

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the setting manager.
- The manager informs the committee and sends a written acknowledgement.
- The setting commits to providing access within 14 days, although this may be extended.
- The setting's manager prepares the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
- 'Third parties' include all family members who may be referred to in the records.
- It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The setting manager goes through the file and remove any information which a third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters, known as the 'clean copy'.
- The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the setting manager, so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

### **Complaints Procedure**

If you think your data has been misused or that Sandon Cygnets Pre-school hasn't kept it secure, you should contact The Manager of the setting and express your concerns.

If you are unhappy with the response or if you need any other advice you should contact the Information Commissioner's Office (ICO). **ICO helpline: 0303 123 1113**

The ICO can investigate your claim and take action against anyone who's misused personal data.

You can also visit their website for information on [how to make a data protection complaint](#).

[www.ico.org.uk](http://www.ico.org.uk)

### **Key definitions:**

A **data controller** is any person or body which processes data.

**Personal data** relates to a living individual who can be identified from that data. Identification can be by the information alone or in conjunction with any other information in the data controller's possession or likely to come into such possession. The processing of personal data is governed by the General Data Protection Regulation 2016/679 (the GDPR)

**Processing** refers to collection, recording, organisation, structuring, storage, adaption or alteration, retrieval, consultation, use, disclosure by transmission, dissemination or otherwise making available, alignment or combination, restriction, erasure or destruction of data.



Sandon Cygnets Preschool,  
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Leader of Data Protection: Peta Mitchell

### **Sandon Cygnets Pre-School Privacy Notice - Paid & Unpaid Staff**

Sandon Cygnets Preschool is a data controller (contact details above). This means it decides how your personal data is processed and for what purposes. We comply with the data protection law. This says that the personal information we hold about you must be;

- g) Used lawfully and fairly
- h) Collected only for valid purposes that we have clearly explained to you and not used in any way that is incompatible with these purposes
- i) Relevant to the purposes we have told you about and limited only to those purposes.
- j) Accurate and kept up to date
- k) Kept only as long as necessary for the purpose we have told you about
- l) Kept securely

#### **Purpose of Processing and legal Basis for Holding Information**

We will only use your personal information when the law allows us to. Most commonly, we will use your personal information in the following circumstances.

- Where we need to perform the contract we have entered into with you,
- Where we need to comply with a legal obligation,
- Where we need to protect your interests,
- Where it is needed in the public interest or for official purposes.

. Our lawful reasons for processing data are;

- **Contractual** - Processing is permitted if it is necessary for the entry into, or performance of, a contract with the data subject or in order to take steps at his or her request prior to the entry into a contract.
- **Legitimate interests** – Processing is permitted if it is necessary for the purposes of legitimate interests pursued by the controller (or by a third party), except where the controller's interests are overridden by the interests, fundamental rights or freedoms of the affected data subjects which require protection, particularly where the data subject is a child.
- **Legal Obligation** - The processing is necessary to comply with the law (not including contractual obligations)
- **Public Task** - The processing is necessary to perform a task in the public interest or for official functions, and the task or function has a clear basis in law.

#### **The type of information we hold about staff**



Personal data, or personal information, means any information about an individual from which that person can be identified. It does not include data where the identity has been removed (anonymous data). There are 'special categories' of more sensitive personal data which require a higher level of protection. We will collect, store and use the following categories of personal information about you:

- Personal contact details, e.g. name, title, addresses, telephone numbers, email addresses etc.
- Date of birth
- Gender
- Marital status and dependents
- Next of kin and emergency contact information
- National Insurance number
- bank account details, payroll records and tax status information
- Salary, annual leave, pension, benefits information
- Qualifications
- Start date
- Location of employment or workplace
- Copy of identification (driving licence or passport)
- Recruitment information, including employment history, DBS checks, right to work documents, references, and any other information included in your CV or cover letter as part of an application.
- Employment records, including job titles, work history, working hours, training records.
- Performance information.
- Disciplinary and grievance information, including warnings issued.
- Photographs

#### **Other records**

- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions. (see staffing policy for further details)
- Students, when they are observing in the setting, are advised of our confidentiality policy and required to respect it. (see volunteers and student policy for further details)

#### **How do we collect your personal information?**

We collect personal information about employees through the application and recruitment process, either directly from candidates or sometimes through an employment agency. We may sometimes collect additional information from third parties, including former employers, the Local authority or other background check agencies. We also collect additional personal information in the course of job related activities throughout your employment with us.

#### **How do we use your personal information?**

We need the information listed above primarily to allow us to perform our contract with you, to enable us to comply with legal obligations and / or where it is needed in the public interest or for official purposes. The situations in which we will process your personal information are listed below.

- Making a decision about your recruitment or appointment
- Determining the terms on which you work for us
- Checking you are legally entitled to work in the UK
- Checking qualifications / references and to assess suitability to work with children
- To maintain our single central record and to comply with our general safeguarding obligations
- To provide information on our website about our employees
- Paying you and deducting tax and National Insurance contributions
- Liaising with your pension provider
- Administering the contract we have entered into with you
- Conducting performance management reviews





- Making decisions about your employment (e.g. considering promotions, salary reviews, grievances, disciplinarys, termination of employment)
- Providing references to prospective employers
- Education, training and development requirements
- Dealing with legal disputes involving you, or other employees, including accidents at work
- Managing sickness absence
- Complying with health and safety obligations
- To prevent fraud
- To maintain and promote equality in the workplace

The above is not an exhaustive list and there may be other reasons for us to justify our use of your personal information.

### **How do we process your personal data?**

Sandon Cygnets Preschool complies with its obligations under the GDPR by;

- Keeping personal data up to date,
- Storing and destroying data securely,
- Not collecting or retaining excessive amounts of data,
- Protecting personal data from loss, misuse, unauthorised access and disclosure,
- Ensuring that appropriate technical measures are in place to protect personal data.

We regularly review the personal data we hold, and delete anything that we no longer need. Information that does not need to be accessed regularly, but which still needs to be retained, is safely archived.

### **The Right to Withdraw Consent**

If consent is required for collecting / processing data, we will follow the GDPR guidelines for obtaining consent. These include:

- Consent requires a positive opt-in. (Don't use pre-ticked boxes or any method of consent by default.)
- Consent for different things given separately - not a blanket consent.
- Name any third parties who will rely on the consent.
- Keep evidence of consent – who, when, how, and what you told people.
- Keep consent under review, and refresh it if anything changes.

Parents / guardians the right to withdraw their consent at any time either verbally, in writing or by email.

We will regularly review consent forms, giving parents / guardians the choice to withdraw consent if they wish.



## Retention Period for Records

We will only retain your personal data for as long as is necessary to fulfil the purposes we collected it for. Details of retention periods can be found in the table below.

<b>Children's Records</b>	<b>Retention Period</b>
Children's records, including registers, medication record books and accident record books pertaining to the children.	Standard - 3 years
	Record of accident - until the child reaches age 21
	Child protection - until the child reaches age 24
Records of any reportable death, injury, disease or dangerous occurrence.	3 years after the date the record was made.
<b>Personnel Records</b>	<b>Retention Period</b>
Personnel files and training records (including disciplinary records and working time records)	6 years after employment ceases
DBS Check	6 months
Wage / Salary records (including overtime, bonuses and expenses)	6 years
Statutory Maternity Pay (SMP) Records	3 Years after the end of the tax year to which they relate.
Statutory Sick Pay (SSP) Records	3 Years after the end of the tax year to which they relate.
Income tax and national insurance returns / records.	At least 3 years after the end of the tax year to which they relate.
Redundancy details, calculations of payments, refunds, notification to the secretary of state.	6 Years after employment ends.
<b>Health and Safety</b>	
Staff accident records (for organisations with 10 or more employees)	3 years after the date the record was made.
Records of any reportable death, injury, disease or dangerous occurrence.	3 years after the date the record was made.
Accident or medical records as specifies by the Control of Substances Hazardous to Health regulations (COSHH)	40 years from the date of the last entry.
Assessments under Health and Safety Regulations and records of consultations with safety representatives and committees.	Permanently
<b>Financial Records</b>	
Accounting records	3 years from the end of the financial year for private companies. 6 years for public limited companies. 6 years for charities.
<b>Administration Records</b>	
Insurance Certificates	40 years from the date the insurance commences or is renewed.
Minutes / Minute Book	10 years from the date of the meeting for companies, 6 years from the date of the meeting for Charitable Incorporated Organisations.

## Information Sharing

We may have to share your data with 3<sup>rd</sup> parties, including 3<sup>rd</sup> party service providers and other organisations. We will only do this if it is required by law, if it is necessary to administer a working relationship with you, where it is needed in the public interest, for official purposes OR where we have your consent.

In particular, we may share your data with organisations including, but not limited to the following:

- Local Education Authority (Hertfordshire County Council)
- OFSTED
- The Disclosure and Barring Service



- Our external accounts and payroll provider (Blanche & co, Royston)
- HMRC
- The Police or other law enforcement agencies

We require third parties to respect the security of your data and to treat it in accordance with the law. Where possible, we have verified the compliance of the above companies with current GDPR regulations. This means we are all responsible for how we process your data.

### **Rights of Access, Correction, Erasure and Restriction**

It is important to keep the personal information we hold about you accurate and current. Please keep us informed if your personal information changes during your working relationship with us.

Under certain circumstances, by law you have the right to:

- **Request access** to your personal information (data subject access request). This enables you to receive a copy of the personal information we hold about you and to check that we are lawfully processing it.
- **Request correction** of the personal information that we hold about you. This enables you to have any incomplete or inaccurate information we hold about you corrected.
- **Request erasure** of your personal information. This enables you to ask us to delete or remove personal information where there is no good reason for us to continue to process it. You also have the right to ask us to delete or remove your personal information where you have exercised your right to object to processing
- **Object to processing** of your personal information where we are relying on a legitimate interest (or those of a third party) and there is something about your particular situation which makes you want to object to processing on this ground. You also have the right to object where we are processing your personal information for direct marketing purposes.
- **Request the restriction of processing** of your personal information. This enables you to ask us to suspend the processing of personal information about you, for example if you want us to establish its accuracy or the reason for processing it.
- **Request the transfer** of your personal data to another party.

If you want to review, verify, correct or request erasure of your personal data, object to the processing of your personal data, or request the transfer of your personal data, please contact Peta Mitchell in writing.

The setting commits to providing access within 14 days, although this may be extended. We are legally required to respond within 1 calendar month. Full details can be found in our Confidentiality Policy on our website [www.sandon-cygnets.co.uk](http://www.sandon-cygnets.co.uk)

### **Right to withdraw consent**

In the limited circumstances where you may have provided your consent to the collection, processing and transfer of your personal information for a specific purpose, you have the right to withdraw consent at any time. To withdraw your consent, please contact Peta Mitchell in writing. Once we have received notification that you have withdrawn consent, we will no longer process your information for the purpose or purposes you originally agreed to, unless we have another legitimate basis for doing so in law.

### **Complaints Procedure**

If you think your data has been misused or that Sandon Cygnets Pre-school hasn't kept it secure, you should contact The Manager of the setting and express your concerns.

If you are unhappy with the response or if you need any other advice you should contact the Information Commissioner's Office (ICO). **ICO helpline: 0303 123 1113**

The ICO can investigate your claim and take action against anyone who's misused personal data.

You can also visit their website for information on [how to make a data protection complaint](http://www.ico.org.uk).

[www.ico.org.uk](http://www.ico.org.uk)

### **Key definitions:**

A **data controller** is any person or body which processes data.



**Personal data** relates to a living individual who can be identified from that data. Identification can be by the information alone or in conjunction with any other information in the data controller's possession or likely to come into such possession. The processing of personal data is governed by the General Data Protection Regulation 2016/679 (the GDPR")

**Processing** refers to collection, recording, organisation, structuring, storage, adaption or alteration, retrieval, consultation, use, disclosure by transmission, dissemination or otherwise making available, alignment or combination, restriction, erasure or destruction of data.

**If you have any questions about this privacy notice, please contact:**

**Leader of Data Protection: Peta Mitchell**

**Tel: 01763 287 238**

I, \_\_\_\_\_ (employee/ volunteer / committee member), acknowledge that on \_\_\_\_\_ (date), I received a copy of Sandon Cygnets Pre-School's Privacy Notice for Paid and Unpaid staff and that I have read and understood it.

Signature.....

Printed name.....

Date.....